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ABSTRACT

Developed to provide teachers (grades 1-12) with practical methods and techniques for implementing career education in the classroom, this guide presents seven career education concepts and skills: Career awareness, economic awareness, educational awareness, decisionmaking skills, human relations skills, positive attitudes toward all types of work, and positive self concepts. Each concept and skill is presented for each grade level for a total of 94 separate instructional units. Each unit follows a particular format which includes the name of the concept, grade level, goal, suggested learner outcomes (objectives), suggested activities, and suggestions for evaluation. (BM)

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CAREER EDUCATION CONCEPTS AND SKILLS: SCOPE AND SEQUENCE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Developed By: Select Teachers in the Kentucky Valley Educational Cooperative Area

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CAREER EDUCATION CONCEPTS AND SKILLS:
SCOPE AND SEQUENCE

Developed by
Select Teachers in the Kentucky
Valley Educational Cooperative Area

Career Education Program
Kentucky Valley Educational Cooperative
P.O. Box 1118
Hazard, Kentucky 41701

Spring, 1977

CAREER EDUCATION PHILOSOPHY

Ky. Valley Educational Cooperative
Career Education Project

Spring, 1977

We believe that all students have the right to expect their educational program to provide opportunities to learn about the world of work and to explore a wide range of work in order that their future career choices will be intelligent ones.

We believe that the program should include all possible careers and be an integral part of the total school curriculum utilizing the resources in the school, home and community.

We believe that the program, to be effective, meaningful and interesting, must involve the students in "real life" situations, that students need to see the practical side of education as well as the theoretical.

We believe that this program should be interdisciplinary in nature, providing a realistic connection between subject matter studies in school and their use in the world of work.

We further believe that this program should help students develop a positive self-image, improve their social skills, develop a desirable attitude toward work and develop a self-understanding which will lead to responsible career decisions.

We believe that the curriculum needs to be responsive to a wide range of student abilities, that students with mechanical ability should be rewarded as well as those with more academic skill.

We believe that the curriculum should be alive with meaningful activities, that students learn best by doing.

We believe that the curriculum should be a growing and changing organism in response to the changing needs of society and hence the changing needs of students.

We believe that career education is a vehicle for a responsive curriculum, that its approach can include other desirable programs, such as environmental, consumer, drug, sex and basic education.

PREFACE

The purpose of this manual is to provide teachers with practical methods and techniques for implementing select career education concepts and skills. The guide was developed by the following people:

Ovetta Basey	Hazard City Schools Grade 7
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Joyce Fortney	Leslie County Schools Grade 4
Carol Jett	Wolfe County Schools Grade 8
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The guide deals with seven career education concepts and skills:

Career Awareness:
includes a better understanding of the "world of work" found in the fifteen career clusters identified by the U.S.O.E.

Economic Awareness:
includes an understanding of the cost of living, the salaries of different career personnel and of how to cope with the financial aspect of living.

Educational Awareness:
includes gathering information, studying job requirements, learning expectations and skills needed in order to enter the "world of work."

Decision-Making Skills:
includes identifying values, determining possible alternatives and consequences, and making tentative decisions about the future.

Human-Relations Skills:
includes getting along with others at work and at leisure.

Positive Attitudes Toward All Types of Work:
includes an understanding of the desirable and undesirable work responsibilities and the incentive to improve the undesirable ones.

Positive Self-Concepts:
includes an appraisal of one's attitude, interests and values toward himself/herself.

Each concept and skill for each grade level—grade 1-12—follows a particular format which includes:

*Concepts

*Grade Level

*Goal

*Suggested Learner Outcomes (Objectives)

*Suggested Activities

*Suggestions for Evaluation

Some of the goals were taken from Larry J. Bailey and Ronald Stadt, *Career Education: New Approaches to Human Development*, (Bloomington, Illinois, 1973), 350-76, but most of them came from the National Standard Career Education Model.

It should be noted that this manual is not designed as a classic model of curriculum development with activities always tied to particular objectives, although in many instances such is the case. Neither are the suggestions for evaluation necessarily related to the objectives in a one-to-one relationship. But rather the intent of this manual is to stimulate teachers by creative examples of objectives, activities and evaluation techniques to implement career education concepts and skills into the regular academic work. It is designed cafeteria style rather than as a set menu.

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A Generic Definition of Career Education

by
Dr. Kenneth B. Hoyt
Associate Commissioner
Career Education
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"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. "Career" is the totality of work one does in his/her lifetime. "Education" is the totality of experience through which one learns. Based on these two (2) definitions, "Career Education" is defined as follows: "Career Education" is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living."

CAREER AWARENESS

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 1

Goals:

1. To assist students in increasing their awareness of home, school and community related careers.
2. To assist students in relating home and school jobs to community services.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade, each student will be able to identify his/her parents' job or jobs and to explain how these jobs are relative to community harmony.
2. By the end of the first grade, each student will be able to identify the roles of the various school helpers (e.g. cooks, janitors, principal, secretary and school nurse).
3. By the end of the first grade, each student will be able to recognize that school personnel, just as home members, must work together to achieve a pleasant environment.
4. By the end of the first grade, each student will become more aware of the responsibility of a family member, a member of the school and a member of the community.

(Objectives)

Suggested Activities:

1. Interview as many parents as possible. Direct the interview so that it reveals the community service being performed by each parent.

2. Divide the class into small groups. Suggest that each group prepare and present a role-play activity featuring school and community helpers. After each presentation the class may guess the job being portrayed.

3. Through playing a game called, "The Runaway Gingerbread Man," visit the work stations of various school helpers. Prepare a large map of the school, showing the stations of the school helpers, and have the class follow the route that the Gingerbread Man followed. (Gingerbread Man Cookies for all class members should be waiting at the final station visited.)

Suggestions For Evaluation:

1. Select ten pictures of community and school helpers and ask students to identify each helper.

2. Allow each child, at some time during the school year to run an errand for you to at least three school helper stations.

3. Play a game of "Guess Who." (e.g.: One student might say, "To make our school a nicer place, this helper sweeps and cleans all day." "Guess Who?")

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 2

Goals:

1. To assist students in increasing their career awareness by recognizing skills needed in different work roles.
2. To familiarize students with careers necessary to maintain the community and their dependency on each other.

Suggested Learner Outcomes: (Objectives)

1. By the end of the second grade each student will be able to list three careers in his/her community and the skills necessary for each career.
2. By the end of the second grade each student will be able to discuss the importance of life goals in relation to the community.
3. By the end of the second grade each student will be able to discuss the advantages and/or disadvantages of a specific career in the community.

Suggested Activities:

1. Arrange interviews with local resource persons and ask them to provide some of the tools associated with their careers.
2. Paint a mural depicting careers in the community and discuss their relationship to each other.
3. Collect pictures to make scrapbooks showing people at work in various careers. Emphasize that it takes different kinds of people to make a community. All people *cannot* be alike.

4. Compile a log or diary, with the help of the parents, showing how school-related skills are related to the performance of household chores.

5. Give a tea party for the parents for the purpose of an informal discussion about their careers with the students.

Suggestions For Evaluation:

1. Divide the class into two teams to participate in a game based on the format of the "Spelling Bee." Ask questions related to the skills of each career studied. Give designated points for each correct answer.

2. Administer a teacher-devised test which requires the students to match tools to its related career.

3. Involve the students in a round-robin discussion of community careers and their related skills.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 3

Goals:

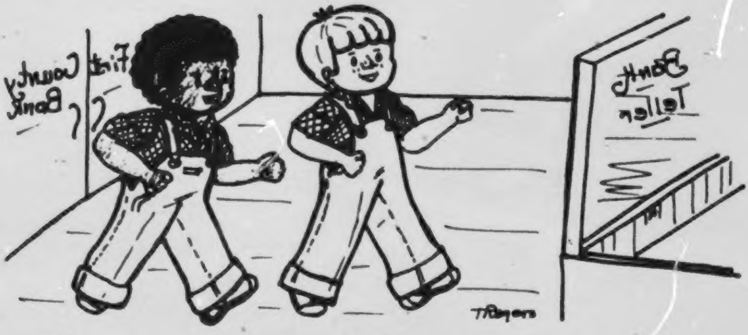
1. To assist students in increasing their knowledge of available careers.
2. To help students compare local careers to careers in other geographical areas by discussing likenesses and differences.

Suggested Learner Outcomes: (Objectives)

1. By the end of the third grade each student will be able to name ten different jobs in the community.
2. By the end of the third grade each student will be able to name ten different careers in the United States from the fifteen career clusters identified by the U.S.O.E.
3. By the end of the third grade each student will be able to match two careers with each national geographical area to indicate that geographic locations determine career opportunities.

Suggested Activities:

1. Tap the students' interests by discussing local news, national news, cultural activities, industry, business, etc., then select a unit and adapt it to meet their needs.
2. View and discuss sound films and filmstrips (in color if possible) of different careers locally and nationally so students may select a career suitable to their own interest and ability.



3. Research issues of *Career World* and have each student report his/her findings to the class in order to increase his/her knowledge of different careers available.

4. Visit the library; check out books about the career of his/her choice; then discuss how careers in his/her area differ from careers in other geographical areas.

5. Take field trips to facilities in the community (e.g. post office, supermarket, fire department, bank, etc.).

6. Contribute to a wall mural by drawing or cutting out pictures of local or national workers which each student would most like to become.

7. Make a large map of the United States and put pictures of workers in different careers suitable to certain areas on each region of the map. You can also make puzzles by pasting pictures on tag board and cutting them into pieces.

Suggestions For Evaluation:

1. Suggest students collect pictures or photographs of at least ten different careers in his/her community (e.g. postmaster, truck driver, policeman, doctor, nurse, lawyer, food service employees, etc.) and compile a scrapbook/notebook with the collection in sequential order as to career choices. Evaluate according to interest and effort shown in the work.

2. Increase students' appreciation, awareness and interest in a wider variety of careers in the United States by discussing how careers in one geographical area differ from careers in other areas. Select careers which are related to careers within each career cluster (e.g. hospitals, transportation, ecology, utilities, communication).

3. Divide the class into groups of four and have each group compete in listing the most local or national careers in *one* major or specialized career cluster (e.g. Natural Resources, Transportation, Agri-Business, etc.).

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 4

Goals:

1. To familiarize the students with the fifteen career clusters identified by the U.S.O.E. by grouping careers according to similarity of job performance.

2. To make students aware of the various local careers and their relationship to the community.

Today's Schedule
1. Interview Mr. Jones our resource person on communication.
2. Write up interview.
3. Discuss what has

Suggested Learner
Outcomes:
(Objectives)

1. By the end of the fourth grade each student will be able to identify and give the similarities of career performance for two careers in each cluster. (e.g. Consider the career cluster, Business and Office and the careers of the secretary and accountant. What are the job requirements for each? Both must have completed some type of business education, whether it be business college or vocational/technical training. Generally, the student who pursues the business college must have first completed high school; whereas, the vocational/technical schools will accept a student without a high school diploma. Both positions require skill in typing, bookkeeping, and filing. Each requires an individual who is neat, efficient, dependable and personable—one who can relate easily to others.)

These are only sketches of the similarities of career performance for the two careers listed above. This can be adapted to any career cluster.

2. By the end of the fourth grade each student will be able to write a career description of two careers in each career cluster.

3. By the end of the fourth grade each student will be able to identify and give qualifications for five careers in the community where he/she lives. (e.g. Teacher: requires high school diploma, college degree, and master's degree; requires one who is dedicated, personable and likes to work with the public.)

4. By the end of the fourth grade each student will be able to identify the need for five careers in the community where he/she lives. These could be prepared in chart form or by use of shadow boxes along with oral reports. (e.g. The child could prepare a shadow box of a strip mining site. He/she could research the strip mining industry and legislation; then report to the class on the need for strip mining as related to the local economy.)

Suggested Activities:

1. Collect pictures from magazines, newspapers and pamphlets of people on the job. Prepare a mural of the different career clusters.

2. Conduct interviews with people from different career clusters, then compare the similarities through discussion and charts or collages.

3. Prepare charts or collages illustrating the education, training and skills required for five career clusters represented in the community.

4. Prepare a "Community Career Handbook" which lists the different careers available in the community, qualifications required and a description of each. Give a copy of the handbook to the school library for sharing with the entire school.

5. Explore individual student interests and hobbies. Discuss the possibility of these as part-time or volunteer work. Conduct a workshop or parents' day and have students share interests and hobbies. This may be done in a role-playing situation if some students are interested in acting. It may be in the form of a variety show for students who enjoy singing or reciting prose and poetry. Or it may include a crafts display for students who enjoy

working with their hands. The workshop could include all three of the above, or more, depending upon student interest.

Suggestions For Evaluation:

1. Divide the class into groups no larger than ten students. Each group will select a business place which they have studied. Then they will role-play that business in operation. They will also introduce themselves explaining their particular career, training required, requirements, etc. Evaluation will be determined by the accuracy of the information given by each performer.

2. Complete a matching game to identify career names and qualifications for various career clusters. This could be a chalkboard or chart activity.

3. Select a career at random from a selection box of familiar careers which the class has studied. The student will write a description of the selection he/she made.

4. Invite parents for a class performance with each child participating. Parents will complete a questionnaire at the end of the performance. The questionnaire will suggest how well each child performed the task involved; how thoroughly the child understood his/her individual role; advantages and disadvantages of this type of activity; and recommendations.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 5

Goals:

1. To familiarize students with the expectations of careers in the fifteen career clusters identified by the U.S.O.E.
2. To familiarize students with the lifestyles associated with various career clusters.

Suggested Learner Outcomes:
(Objectives)

1. By the end of the fifth grade each student, after having chosen a career cluster, will identify three careers in that cluster.
2. By the end of the fifth grade each student will be aware of the impact of careers on lifestyles.

Suggested Activities:

1. Compile likes and dislikes about the careers which students have selected to study.
2. Locate and collect from *The Lexington Herald* or *Courier Journal* articles related to selected careers and direct class discussion on different lifestyles associated with various careers. (e.g. Collect materials on nurse, doctor, teacher, etc.)
3. Utilize the materials collected in activity number 2 to make a scrapbook to be shared with the class.

"WHO HAS POISONED THE SEA?"
HAS INDUSTRY?
HAVE PEOPLE?
HAVE YOU?
Rogers

4. Compile a list and compare the characteristics of the selected careers. (e.g. wages earned, preparation necessary, etc.)

5. Assign select students to conduct interviews with persons from each of the three selected careers and share with the class.

6. Permit students to interview older persons about obsolete careers such as the blacksmith, iceman, and compare them with present day careers.

7. Utilize K.E.T.'s programs such as: *Bread and Butterflies* to provide greater career perspectives (e.g. "Work Means") which emphasizes how work can be fun and profitable.

8. Invite resource persons to talk about the three selected careers. Conduct a discussion as a follow-up activity.

9. Utilize pictures, filmstrips, etc. to broaden the student's knowledge about the career(s) he/she selected.

Suggestions For Evaluation:

1. Instruct the students to list three careers from their selected career cluster and note likenesses and differences.

2. Assign oral reports on the impact that selected careers had on lifestyles.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 5

Goals:

1. To assist students in becoming aware of the fifteen career clusters identified by the U.S.O.E. and identify five careers in each cluster.
2. To assist students in recognizing abilities and skills necessary for careers in five career clusters.

Suggested Learner Outcomes: (Objectives)

1. By the end of the sixth grade each student will be able to name the fifteen career clusters.
2. By the end of the sixth grade each student will be able to list abilities and skills for any five career clusters of his/her choice.
3. By the end of the sixth grade each student will be able to state reasons why various clusters require different abilities and skills for a successful career.
4. By the end of the sixth grade each student will be able to list twenty careers in his/her community.

Suggested Activities:

1. Collect pictures of people working at a particular career and place them in the appropriate career cluster. Assemble pictures in a scrapbook and share ideas with the class.
2. Divide the class into small groups and have each group construct a poster illustrating a cluster with the various careers. Display these posters at school.
3. Visit a factory, a construction project, an airport, etc., and observe workers performing their various jobs. If possible have students talk with employees about their particular jobs.

4. Compile a list of the careers in the community and locate on a map the place of employment of parents and the type of work in which they are engaged.

5. List abilities and skills required for a successful career in three of the career clusters.

6. Interview a person in the community about his/her career and inquire about his/her abilities and skills required for the career.

7. Collect and study job application forms, paying special attention to abilities and skills necessary for five career clusters.

8. Define a career cluster and identify careers within this cluster.

9. Role-play the part of an employer interviewing a person for a specific job. Discuss the strengths and weaknesses of the interview.

Suggestions For Evaluation:

1. Suggest the class list the fifteen career clusters, and five careers within each cluster. (e.g. cluster—environmental careers—physical scientist, meterologist, etc.)

2. Dictate the abilities and skills necessary for a specific career and have the students place this career under the appropriate cluster. (e.g. This person should be skilled in reading road maps and traveling. This person should be a skilled driver. These skills should be placed under the Transportation Cluster.)

3. Compile a list of the careers in the county and have each student place these careers in the correct career cluster.

4. Suggest that each student make a brief oral report on one career within the community and identify the abilities and skills necessary for this career.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 7

Goals:

1. To familiarize students with the job qualifications, personality traits, and lifestyles which careers within the fifteen career clusters identified by the U.S.O.E. dictate.
2. To generate an understanding of the relationship of attitudes and values to career clusters.

Suggested Learner Outcomes: (Objectives)

1. By the end of the seventh grade each student will be able to make three career choices from a list of careers, and to submit a detailed description of the careers selected and state: (1) job qualifications; (2) necessary personality traits; and (3) the lifestyle.
2. Each student will be able to list three ways in which positive attitudes and values culminate in satisfactory fulfillment of his/her personal wants.
3. Each student will be able to identify at least three career choices associated with a given subject area.
4. Each student will be able to compare the relevancy of work done in school to that in the world of work.

Suggested Activities:

1. Divide the participants into small groups and prepare a skit or pantomime which depicts three careers that require basic subject area skills and explain how these careers are essential in our society.
2. Role-play at least three positive and negative on-the-job attitudes.
3. Explore one career choice and list at least four of its characteristics.

WHEN YOU FINISH YOUR MATH YOU MAY PLAY THE 'Attitudes and Habits' Game!
Read chp. 6!

4. Make and play the "Attitudes and Profit" game. (e.g. Each player/employee receives two 3" x 5" index cards. He/she writes a good attitude on one and a bad attitude on the other. All are shuffled and placed in a pile. One player (the boss) handles the play money or "pays" salaries. The employees in turn, draw a card. If an employee has received a salary and draws a card which shows a bad attitude, he pays the boss one dollar. The game continues until all cards have been used. The player with the highest salary at the end of the game is the winner.)

5. Tape on-the-job interviews with persons engaged in various careers. Note the qualities that make the persons qualified for their respective careers.

Suggestions For Evaluation:

1. Develop a participation rating scale of one to ten. Evaluate the student based on his/her degree of participation for each activity in which he/she was involved.

2. Write an essay clarifying the relationship between work in school and the world of work.

3. Prepare cards listing subjects studied in school. (Use a different color card for each subject.) Prepare a different set of cards of various careers. Evaluate the student based on his/her correctly matched careers to the subject areas.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 8

Goals:

1. To assist students in increasing their awareness of the career clusters identified by the U.S.O.E. and specific careers within each cluster.

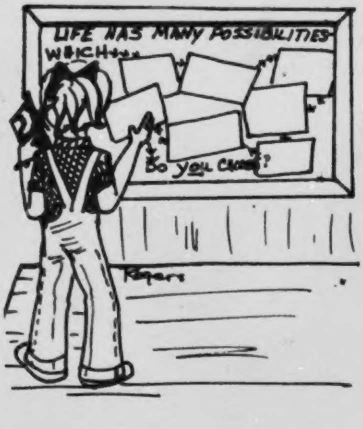
2. To assist students in understanding that personal interest and abilities are important in selecting any given career.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eighth grade each student will have been introduced to the fifteen career clusters, and will be familiar with ten careers within each cluster.

2. By the end of the eighth grade each student will have explored five careers of his/her choice by doing an indepth study of this selection and by reviewing library materials and/or human resources.

3. By the end of the eighth grade each student will be made aware of his/her abilities, interests, values and characteristics, and how these correlate with the requirements in any given career.


LIFE HAS MANY POSSIBILITIES
WHICH...
DO YOU CHOOSE?
Rogers

Suggested Activities:

1. Construct a bulletin board or collage to introduce the concept of career clusters.

2. Collect information on careers from parents by conducting interviews. When all information is compiled, construct a graph to show the careers under each cluster heading, or add to the bulletin board under the correct cluster.

3. Collect information through research on ten careers. Each student will keep a record of educational requirements, advantages, disadvantages, working conditions and salary. This information can be shared in small group sessions.

4. Construct a chart of all careers researched, showing educational requirements compared to salary earned. (e.g. teacher, master's degree with no experience—$10,000.)

5. Paint a mural with each student depicting a career of his/her choice.

6. Play this game: Ask each student to tape a sound of some skill associated with a career. Play the tapes to the class and each student will identify and relate the sound to a specific career. (e.g. drill in a dentist's office—jackhammer)

7. Divide the class into small groups. Each group will construct a game called "Job Match." One side of the paper will contain titles of careers; the other side will contain a selection of tasks performed in those careers. Use as a game for class sharing. (To prevent duplication—assign clusters.)

Suggestions For Evaluation:

1. Students will develop a notebook, scrapbook and/or tape containing information collected or developed related to careers. Students will be evaluated on: (1) neatness; (2) thoroughness; and (3) interest shown.

2. Students will discuss indepth at least ten careers and identify reasons why the careers are desirable or undesirable.

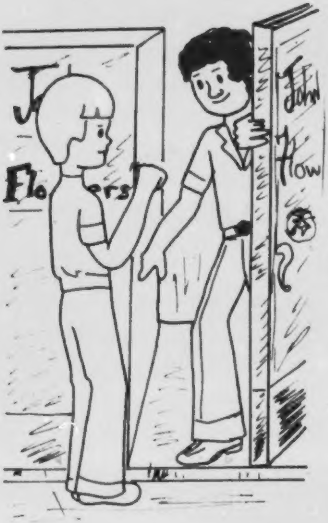
3. Student will relay to other class members skills they need in order to obtain career choices.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 9

Goal:

To assist students in the study of the fifteen career clusters identified by the U.S.O.E. and the understanding of the relationship between his/her own interests and abilities and the career clusters.



Suggested Learner Outcomes: (Objectives)

1. By the end of the ninth grade each student will be able to identify the fifteen career clusters and select the clusters that appeal to his/her own interests and abilities.

2. By the end of the ninth grade each student will be able to identify and discuss the skills and training necessary for positions in his/her selected career choices.

3. By the end of the ninth grade each student will be able to relate the necessary skills and training to his/her own personal abilities, skills and interests.

Suggested Activities:

1. Divide the class into groups to research and list how many jobs of a given career cluster are available in their area.

2. Research careers to include those of special interest to the group, but not available in their area.

3. Encourage each student to select one career and list five personal characteristics and skills needed to be successful in the given career.

4. Conduct a class discussion on the material the groups have collected. Stress the ability, skill and training needed for each selected career.

5. Canvas the area for resource people. Invite these people for interviews to confirm specific abilities, skills and training needed for certain careers.

6. Select a career and debate that career in relation to economic status, time necessary to train for the position, job openings, and any question that the students themselves find relative.

7. Using a modified plan, play "Twenty Thousand Dollar Pyramid" substituting career clusters for the main board and using seven words relating to a given job to be named in 60 seconds by the students playing. The winner being named "Most Likely to be Employed." (e.g. Career cluster: Transportation—seven words used—dock worker, subway, cargo plane, semi-truck, stage coach, traffic cop and passenger.)

Suggestions For Evaluation:

1. Make mobils which indicate an advantage(s) of a selected career.

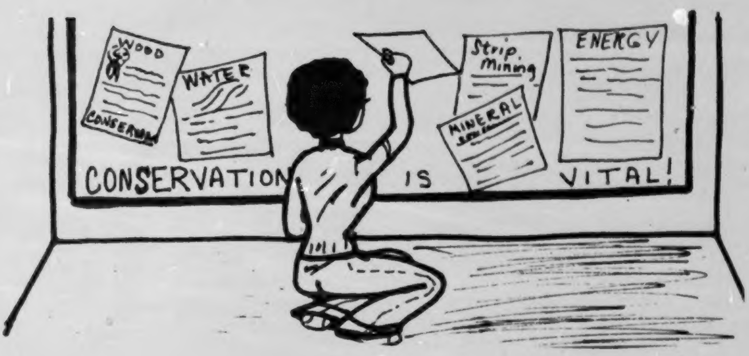
2. Have each student make a chart or collage which depicts five skills needed in the career of his/her choice.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 10

Goals:

1. To cause students to reassess their abilities, attitudes, interests and values, in selecting careers so that their future careers will be more self-satisfying and self-rewarding.
2. To provide a work-experience for select tenth grade students.



Suggested Learner Outcomes: (Objectives)

1. By the end of the tenth grade each student will be able to identify and communicate orally to his/her peers the educational requirements, skills, personal traits and behavioral characteristics which three careers dictate.
2. By the end of the tenth grade each student will be able to express through pictorial or written form ten personal interests and abilities and discuss these attributes with the peer group and other interested persons.
3. By the end of the tenth grade each student will be able to identify ten values, prioritize them—1 being most valued and 10 being least valued—and explain why (s)he places the values in this order of priority.
4. By the end of the tenth grade select students will have gained work-experience in one career of their choice.

Suggested Activities:

1. Conduct interviews with three resource persons and inquire about the educational requirements, skills, personal traits and behavioral characteristics which their work dictates. After completing three interviews, the students will select one and present this information to the class in informal speaking—sharing sessions.

2. Design posters or collages which identify or illustrate student interests and abilities and display these in the school corridors or any other suitable display areas. After a regular school function, invite parents and resource persons to view and judge the poster/collages.

3. Compose original thoughts on the topic: "Ask not what the world of work can do for me, but what I can do for the world of work." Follow-up these compositions with a panel discussion—panel members will be a student(s), a parent(s), a representative of business, industry and the community—during a PTA meeting or any other afterschool function.

4. Involve select tenth grade students in a work-experience program. Coordinate the work-experience with the academic subjects. (e.g. A chemistry student might learn to fill prescriptions in a pharmacy, etc.)

   Each student will receive two hours of work-experience per day for a period of four weeks in a career of his/her choice.

Suggestions For Evaluation:

1. Invite three resource persons to the classroom and ask the students to identify the educational requirements, skills, personal traits and behavioral characteristics of each person.*

   *The students will be aware of the resource persons' careers.

2. Involve the parents and other community personnel in judging the students' poster/collages. The criteria will be as follows:

   a. creativity of design;
   b. variety of interest/attitudes;
   c. neatness of work;
   d. meaning conveyed.

3. Ask the "employer" to complete an evaluation form on his/her student employee and observe how well the student applies what (s)he has learned to the actual world of work.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 11

Goals:

1. To familiarize students with job entry level requirements for a selected career.
2. To make students aware of the abilities, skills and personal qualities needed to enter the job market.

Let's see! What are some of my best traits and characteristics?

Suggested Learner Outcomes: (Objectives)

1. By the end of the eleventh grade each student will know his/her own strengths and weaknesses in relation to job requirements in a selected career.
2. By the end of the eleventh grade each student will know personal qualities that are essential for success in the world of work.
3. By the end of the eleventh grade each student will improve or develop one or more personal traits and/or skills needed to meet the job entry requirements for a selected career.
4. By the end of the eleventh grade each student will be familiar with the procedure needed in finding and applying for a job.

Suggested Activities:

1. Prepare a written "Personal Inventory." Include personal and educational characteristics, experience, ambitions and references. (e.g. social security number, hobbies, jobs held and others.)

2. Conduct a survey and compile a list of Bosses' Pet Peeves.

3. Conduct a survey and compile a list of Employees' Pet Peeves.

4. Dramatize an interview scene. Have a community employer conduct an interview with a student as he or she would with a prospective employee.

5. Depict the art of "Selling Yourself" through the media. (e.g. skits, television commercial spots, puppet shows and others.)

6. Collect and organize materials for a reference log concerning requirements of employees. (e.g. Employee manuals, responses to letters of inquiry, safety rules, dress codes and others.)

7. Compete in finding the most interesting job of the month.

Suggestions For Evaluation:

1. Divide the class into equal groups; provide each member within the group with an application blank that is actually used by a firm; establish which group has the greatest number of accurately completed forms.

2. Rank abilities, skills and personal qualities using a check list. This would be done at the beginning and end of the year. The student determines the amount of improvement that has taken place.

3. Suggest that the class write a handbook for prospective employees. Evaluation of handbook might be conducted by an advisory committee consisting of resource people and/or employers.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 12

Goals:

1. To familiarize students with at least ten careers which are consistent with their interests and abilities.

2. To determine what further requirements are needed in the careers which interest them.

Suggested Learner Outcomes: (Objectives)

1. By the end of the twelfth grade each student will be able to name the fifteen career clusters identified by the U.S.O.E.

2. By the end of the twelfth grade each student will be able to list the advantages and disadvantages in economics, training and lifestyles of the careers in which (s)he is interested.

3. By the end of the twelfth grade each student will be able to analyze his/her abilities, training and interests in regard to selected careers.

4. By the end of the twelfth grade each student will be able to select three careers which meet his/her abilities, interests and training.

Suggested Activities:

1. Develop visual forms depicting the fifteen career clusters for display. These can be student art, pictures cut from magazines and/or newspapers, or any other form.

2. Make collages of careers representing family wage earners of students. Each collage should represent one cluster.

3. Divide the class into small groups representing different career clusters. This can be less than the standard fifteen. Each group can create its own visual display to reflect the careers chosen by its members.

4. Invite a resource person to class to answer questions about a particular career. Each group should have this privilege.

5. Research the pay scale, required training and lifestyle of three careers. Use both reference material and resource people.

6. Divide the class into small groups, three to five members. Each group should develop a game based on careers and/or career clusters. (e.g. Adaptations of "Word Association," "Name That Tune," "Fruit Basket" and many others. Each group should teach its game to the other students.)

7. Construct a "Career Dictionary" containing words naming careers and words relating to skills, abilities and training.

8. Develop a "Personal Inventory" form based on student's abilities, interests and present training. Do this at the beginning of the unit.

Suggestions For Evaluation:

1. Check a post unit "Personal Inventory" form against the pre form.

2. Grade students on a teacher prepared test based on the "Career Dictionary." Check spelling and word meaning.

3. Students evaluate the games developed by groups using a rating scale based on originality, effectiveness, presentation and learner response.

4. Students evaluate classmates on: choice of one career; list of abilities and training acquired or planned to pursue; and possibility of success in that career.

5. Give students a limited time, ten minutes, to list on paper as many careers as possible.

DECISION-MAKING

CONCEPT: DECISION-MAKING

GRADE LEVEL: 1

Goals:

1. To assist students in making decisions in their everyday lives.
2. To assist the students in becoming aware of the consequences of personal decision-making.

ALWAYS USE FAIR PLAY---EVERYDAY!!

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will be able to understand that (s)he must and should bear the consequences of his/her personal decision-making.
2. By the end of the first grade each student will have experienced a situation in which his/her decision was important to the effectiveness of a group activity.
3. By the end of the first grade each student will experience setting a simple goal and working toward accomplishing that goal.

Suggested Activities:

1. Suggest that each child set a goal and work toward accomplishing that goal. (e.g. A personal contract such as this may be signed. I, ______(name)______, will make a book about five school helpers. I will complete this task by ______(date)______.)
2. In planning one of your annual school parties, divide the class into three groups; assign each group a specific area (e.g. refreshments, entertainment, decorations) and ask each group to report their plans prior to the party; observe the outcome of the party and discuss the effectiveness of the group activity.

3. After a class discussion on taking turns and respecting the rights of others; have the class construct a bulletin board entitled, "Fair Play," and display relevant pictures and/or stories.

Suggestions For Evaluation:

1. The teacher will make daily observations of each student's ability to make wise decisions.
2. Encourage the students to evaluate their own decision-making and ability to work in groups by completing check lists and answering questions concerning their involvement in decision-making activities.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 2

Goals.

1. To familiarize students with the skills used in the decision-making process.

2. To familiarize students with methods of analyzing alternatives to problems.

Suggested Learner Outcomes: (Objectives)

1. By the end of the second grade each student will be able to name the three steps necessary in making responsible decisions:
   - identify the problem
   - gather information
   - explore the alternatives

2. By the end of the second grade each student will be able to apply basic decision-making skills to simulated classroom situations.

3. By the end of the second grade each student will be able to discuss alternatives to hypothetical problems before making a decision.

Suggested Activities:

1. Simulate a discipline problem in the classroom and discuss methods of solving the problem including several possible alternatives.

2. Participate in a question-answer panel discussion with the principal, teacher, parent and the student about alternative methods of discipline.

3. Participate in role-playing a situation with an irate person losing self-composure with another person and discuss what caused the problem and alternatives which could have been used to remain self-composed.

4. Submit suggestions for classroom policies and methods of discipline through the use of a "Suggestion Box." Everyone will participate in the final decisions of what will be best for the whole class.

5. Conduct a survey of the intermediate grades about their opinions of discipline methods being used in the school and their ideas of possible alternatives if the options are negative ones.

Suggestions For Evaluation:

1. Divide into small groups; present each group with a hypothetical problem; each group will discuss the alternatives in solving the problem by using the 3 steps in the decision-making process:

    - identify the problem
    - gather information
    - explore the alternatives

2. Present the students with a choice between two methods of discipline and state the reasoning behind their choice.

3. Participate in policy making decisions for the classroom and decide what forms of discipline would be most effective.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 3

Goals:

1. To familiarize students with the steps in decision-making.

2. To assist students in learning the advantages of making thoughtful decisions.

Quiet, Please
We really found a lot of books on jobs in Health Services!
Do Not Talk in Library!

Suggested Learner Outcomes: (Objectives)

1. By the end of the third grade each student will be able to list in sequence the steps in making a decision.

2. By the end of the third grade students will be able to name three advantages in being able to solve a problem by a sequential process.

3. By the end of the third grade each student will be able to give three reasons why (s)he made a particular decision and why (s)he discarded other alternatives.

Suggested Activities:

1. Select a career cluster from *one* of the fifteen career clusters identified by the U.S.O.E. (e.g. Health Services) in which the student has an interest and ask him/her to explain why (s)he selected this career cluster by following this process:

   •*Identify the problem*—Do I desire a job in the ______________ Cluster?

   •*Gather Information*—Do I know enough about this cluster to decide if I like/dislike it?

- *Explore Alternatives*—Which careers available in this cluster are of interest to me?
    - weigh the alternatives in relationship to values
    - make tentative decisions from trial and error

2. Divide the class into interest groups (e.g. physicians, nurses, dentists, dietitians, social workers, etc.) to discuss how they plan to work on their particular career selection.

3. Choose three careers from the local community; then discuss and compare the skills, job responsibilities and lifestyles of each. Students gain experience in making decisions through interaction with each other (e.g. displays, picture collection, bulletin board illustrations of careers and role-playing situations).

4. Choose a resource person whom (s)he would like to interview (provide students with interview questions prior to actual interview) in order to gain more knowledge in alternatives open to them and the requirements needed to meet their goals and values.

5. Return to interest groups to share and discuss ideas gained in the research, stories and illustrations. Decide why they made certain choices and rejected others.

Suggestions For Evaluation:

1. Display caricature charts or murals with captions made by the students describing in sequence the decision-making steps of why or how they chose a certain career.

2. Suggest students make a list of decisions which they have made during a twenty-four hour period and discuss with the class the advantages:
    - Identifies the problem clearly
    - Establishes plans for study or action
    - Consider consequences of possible acts
    - Choose the wisest decision
    - Evaluate the action for future decisions

3. Compare own values and goals to those found in three other careers of interest by listing reasons why a particular decision was made while others were discarded. (e.g. Do I wish to make a lot of money or does service to people mean more to me? How many years do I want to spend in school? Would I enjoy a vocational career?)

CONCEPT: DECISION-MAKING

GRADE LEVEL: 4

Goals:

1. To assist students in acquiring skill in developing career options.
2. To assist students in identifying and evaluating options in terms of self assessment.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fourth grade having been given a specific career or leisure option, each student will identify two interests that would be compatible with that option.
2. By the end of the fourth grade each student will be able to explain the lifestyle needed for the career option (s)he selected.
3. By the end of the fourth grade each student will be able to chart the factors involved in the decisions (s)he makes every day, including temperament.
4. By the end of the fourth grade each student will be able to conduct a self-analysis on decisions (s)he makes and identify the steps involved.

Suggested Activities:

1. List all decisions made for one day. Tell what prompted the decisions and what the options were when deciding.
2. Given: An activity corner supplied with hammer, nails, and various shapes and sizes of wood. The students at random will do the following:
   - •Take five pieces of wood and ten nails.
   - •Make something.
   - •Name it.
   - •Write a story.

3. Given: A "Career Selection Box" which identifies a job name, qualifications and characteristics needed for successful performance. The student will select a job name and tell the type of lifestyle most conducive to this job.

4. Write and produce class skits on these topics:

   - What will I wear today?

   - What will my behavior be today?

   - Decisions really matter.

   - When I have a job, it will be . . .

   - Decision-making is not a one way street. (Variation: Have students suggest topics, then unscramble in a selection box).

5. Read selections from the value series, *Everywhere We Go*. Role-play situations encountered by characters in the stories.

Suggestions For Evaluation:

1. The student will select a specific leisure time or career option. He/she will then list five interests which are compatible with this choice. Evaluation will be based on the student's participation in this activity.

2. The student will list one major decision he/she has made recently. He/she will then chart the steps taken in arriving at that decision. Evaluation will be based on the student's clarity of self-expression in listing the steps.

3. The student will listen as the teacher reads orally a selection from the value series, *Everywhere We Go*. The student will then list five decisions made by various characters in the story and tell how the decision affected the outcome.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 5

Goal:

1. To assist students in developing and utilizing the decision-making process by applying this process to school-related problems.

What will I do? I Know! I'll use the 3-steps in problem solving I learned in school

Suggested Learner Outcomes: (Objectives)

1. By the end of the fifth grade each student will be able to make decisions in relation to school problems by utilizing the decision-making process.
2. By the end of the fifth grade each student will be able to explain why (s)he rejected alternative decisions to problems.

Suggested Activities:

1. Assist the students in compiling lists of individual school-related problems and discuss alternative solutions to these problems by using the decision-making process.
2. Conduct open-ended discussions of any school-related problems in small groups and weigh alternatives to solving these problems.
3. Select students to role-play a fight situation and appoint one student to act as the teacher or principal.

4. Organize debate teams to present opinions and arguments in relationship to school dress codes. (e.g. Arguments for and against wearing shorts to school, etc.)

5. Each student will carry a paper for one week and write down the decisions (s)he would make if (s)he were the teacher. Share the decisions in class and explain why (s)he reached this decision.

Suggestions For Evaluation:

1. Compile a list of the steps to take in making a decision.

2. After role-playing the fight situation, assign the students to perform a written evaluation of the outcome.

3. Identify a hypothetical school-related problem and ask each student to decide on a solution for it by following the three-method process of decision-making.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 6

Goals:
1. To familiarize students with decision-making process by applying it to home and social-related problems.
2. To assist students in making more meaningful decisions about home and social-related problems.

Suggested Learner Outcomes: (Objectives)

1. By the end of the sixth grade each student will be able to list the steps to follow in making a decision.
2. By the end of the sixth grade each student will be able to discuss five problems of the home and five social-related problems.
3. By the end of the sixth grade each student will be able to state why wise decision-making is important and why all students should be involved in making certain decisions.
4. By the end of the sixth grade each student will be able to take a problem, weigh all the factors and make a decision.

Suggested Activities:

1. Compile a list of five home-related problems and five social-related problems and discuss how these problems can be solved. (e.g. Home-division of chores; Social-dress, etc.)

2. Construct a bulletin board illustrating the steps in problem solving. (e.g. Determine: Problems; Causes; and Alternatives for solving and making a decision, etc.)

3. Visit the local health department and talk with workers about problems they encounter while working with the public and how they solve these problems.

4. Discuss why people with the same problem might solve it differently. (e.g. Two boys or girls need ten dollars for a new ball glove; one does chores to earn his/hers; the other one saves his/her allowance.)

5. Collect and compile a scrapbook of pictures from newspapers, pamphlets and magazines illustrating home and social-related problems.

6. Select a problem and list the alternatives for solving the problem and decide which is best for the given situation.

7. Divide class into groups of four with each group role-playing the process of solving a given problem.

8. Construct and display posters of home and social-related problems.

9. Discuss why we have problems in the home and community.

Suggestions For Evaluation:

1. Suggest each member of the class list five home-related problems and five social-related problems.

2. State a situation and ask the students to name the problem causing this situation. (e.g. The light doesn't come on when the switch is thrown. Problem: Bulb is out.)

3. Working in groups of four, students will look at a situation; state the problem; discuss alternatives for solving the problem; and make a decision satisfactory to all members of the group.

4. Write a report on two problems of the home and one of the community and why they occurred.

5. Name the two agencies that help people in solving their problems. (e.g. Department of Human Resources, Mental Health, Health Department, etc.)

CONCEPT: DECISION-MAKING

GRADE LEVEL: 7

Goals:

1. To assist students in exploring different career possibilities so they can decide what is best for them.
2. To examine different alternatives to specific problems.

Suggested Learner Outcomes: (Objectives)

1. By the end of the seventh grade each student will be able to list at least three consequences of securing job employment immediately after completion of a high school curriculum instead of continuing his/her formal schooling.
2. By the end of the seventh grade each student will be able to perceive three long and three short range effects of a given career on his/her lifestyle.
3. By the end of the seventh grade each student will be able to cite the effects of one's lifestyle on his/her contributions to society.

Suggested Activities:

1. Conduct round-table discussions on the importance of decision-making skills by stating the pros and cons of growing old.
2. Brainstorm effective decision-making techniques by citing a hypothetical story and raising the question, "What would you do?"

3. Role-playing specific job situations that affect one's lifestyle.

4. Engage in a Career Hunt. Research those careers available to students who enter the job market at the end of high school and compare with those available for college graduates. Collect and file "Help Wanted" ads seeking job applicants with a high school education and compare to those seeking applicants with a college degree.

Suggestions For Evaluation:

1. Evaluate a taped interview of an individual on-the-job, who began work upon completion of high school training.

2. Examine the file of "Help Wanted" ads compiled and collected by the students. Evaluate on the basis of the number of ads collected and on the variety of careers.

3. Prepare a scrambled list of decision-making techniques. Evaluate the student on his/her ability to unscramble them correctly.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 8

Goal: To assist each student in developing decision-making skills, and in applying these skills to the selection of a future career.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eighth grade each student will recognize the need to adapt to changes that will occur in his/her future career choices.
2. By the end of the eighth grade each student will recognize that a person makes several career choices, as they move through different stages of life.
3. By the end of the eighth grade each student will begin to make decisions concerning the educational plans and lifestyle of his/her future career choices.

Suggested Activities:

1. Interview an older citizen of the community to find out the different careers (s)he has had in his/her life, and why changes were made. Discuss how these changes might have affected his/her lifestyle.
2. Construct dioramas illustrating changes past careers have upon the present. (A student choice.) Also, allow the student to use his/her imagination to speculate what careers might be like in the year 2000.
3. Confer with a citizen of the community who has above average income to find out the reasons for working after the basic needs (e.g. food, shelter and clothing) are met.

4. Write a paper on personal decisions that will be made in the next five years. (e.g. whether to stay in school; whether to study vocational training; study college preparation courses in high school; or whether to get a summer job; etc.)

5. Keep a diary for one week. Each student will record his/her disappointments, failures, decisions made, successes and feelings. Then each will list the decisions made during the week and write a paragraph on whether the particular decision made at the time was an effective one, or an ineffective one.

6. Prepare a question box for the classroom. Invite each student to drop in questions or problems they have encountered at home and decisions that have to be made. Once a week discuss these problems and identify probable solutions.

Suggestions For Evaluation:

1. Divide the students into debate teams. Debate pros and cons of changing careers frequently. Evaluate students on participation, thoroughness of presentation, and convincing nature of comments.

2. Invite students to write their thoughts on careers in the year 2000. Evaluate writings according to creative thought.

3. Evaluate the diary on comprehensiveness of thought and neatness of form.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 9

Goals:

1. To make students aware of the necessity of decision-making in their own personal career choices.

2. To help students realize that "no decision" is a decision.

I want to prepare for a career!
Why, at eighty years old, have you returned to college?

Suggested Learner Outcomes: (Objectives)

1. By the end of the ninth grade each student will understand that (s)he is responsible for making decisions concerning his/her future careers.

2. By the end of the ninth grade each student will be able to list fifteen career clusters identified by the U.S.O.E. in order of his/her own personal interests, and abilities.

3. By the end of the ninth grade each student will be aware of decision-making, not only in careers, but also in personal, school and social life, and relate these daily decisions to his/her future.

Suggested Activities:

1. Draw yourself in your favorite daydream. List at the bottom: training, ability and skills necessary for it to come true. (e.g. President of the United States: natural born citizen, 35 years of age, skill in politics, ability and training in public speaking, etc.)

2. Find resource people who have made a decision to change their careers. Let the class interview these people to find out what prompted the change and what decisions were made.

3. Interview people who returned to school after starting a career. Discuss the decision-making problems that were decided.

4. Debate a problem of current interest. (e.g. The 55 miles per hour speed law and/or gas economy.) Reach a decision and show how this decision is important to our future.

5. Prepare six boxes labeled: (1) skills; (2) talent; (3) training; (4) economic status; (5) personal appearance; (6) physical disabilities. Have each student draw one card from each. (e.g. A student may draw cards that read: (1) can type; (2) sings; (3) worked as a waitress; (4) family earns $7000 a year; (5) short in stature; (6) has a hearing problem.) Have each student decide the best possible career for this imaginary person.

6. Elect "Principal for a Day." Have that student decide one rule they would change and then be prepared to defend his/her decision in relation to what is best for the majority of students in school.

Suggestions For Evaluation

1. Scan the newspaper and find five decisions that have been made. Show the choice not taken.

2. Select a career. Give five decisions that selecting this career would involve.

3. Draw a "pot of gold." Label this pot a chosen career, such as nursing. Show the paths leading to the "pot."

CONCEPT: DECISION-MAKING

GRADE LEVEL: 10

Goals:

1. To cause students to make tentative career decisions.
2. To make students aware that career decisions are flexible at the expense of time, effort and money.

Suggested Learner Outcomes: (Objectives)

1. By the end of the tenth grade each student will be able to determine his/her likes and dislikes about selected careers.
2. By the end of the tenth grade each student will be able to identify seven reasons why people change employment. In doing this, each student will know the eight questions (s)he should ask himself/herself if (s)he is considering a change in employment.
3. By the end of the tenth grade each student will become aware of the effects which a change in employment creates for everyone concerned.

Suggested Activities:

1. Divide the class into groups of five and have them arrange a bulletin board display in the classroom and the school corridor which depicts job expectations and responsibilities within one career cluster. The bulletin board display will be changed every two weeks.
2. Research the topic: "Why Does One Change His/Her Employment?" Refer to material and human resources. Identify seven reasons why people change employment. Obtain taped responses from human resources.

3. Identify work situations emphasizing both positive and negative aspects of a career. Conduct an informal classroom sharing session and identify how one could make a negative aspect more positive. (e.g. A secretary enjoys answering the telephone and talking with people, but does not like to type or operate a duplicating machine. How can (s)he make these latter responsibilities more pleasant?)

4. Dramatize skits or work situations and have students to identify ways one could cope with changes in employment. Present these skits to civic groups, PTA meetings, etc. (e.g. A man/woman with a family of five school-age children accepts a new position in a city one thousand miles away from home. What must (s)he do to adjust more easily to his/her new work and to his/her new home?)

Suggestions For Evaluation:

1. Place small rating cards near the bulletin board displays and solicit the input of all viewers.

2. Identify the career clusters which have been depicted in the bulletin board displays along with the job expectations and responsibilities and have students to check their likes and dislikes of each career cluster and explain their responses.

3. Play the taped responses of the human resources on the topic: "Why Does One Change His/Her Employment?" Have class to rate them according to the following:

   - •originality of questions/comments;
   - •thoroughness of comments;
   - •convincing tone of interview.

4. Hand out a sample work situation which emphasizes both positive and negative aspects of a career. Obtain a written response from each student that identifies how one could make the negative aspects more positive.

5. Invite the community people to evaluate the effectiveness of the purpose of the dramatized skits.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 11

Goals:

1. To help students improve their ability to apply decision-making techniques in everyday life.
2. To help students become aware of legal and financial considerations.

Good Points of Foreign Cars
1) more gas mileage
2.
Good Points of Domestic Cars
1.) Parts always Available
2.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eleventh grade each student will become more adapt and confident in making decisions on a higher, more complicated level.
2. By the end of the eleventh grade each student will be able to name three advantages and disadvantages of credit.
3. By the end of the eleventh grade each student will be aware of some of the legal and financial aspects involved in everyday life.
4. By the end of the eleventh grade each student will acquaint himself/herself with earning a satisfactory income, planning for wise buying, using purchases, planning contributions, planning savings and planning time.

Suggested Activities:

1. List several recently made purchases that you now think were unwise. Go through the list and apply efficient decision-making steps. Determine whether you would make the same decision again.
2. Conduct a debate to determine who has more decision-making problems as a consumer — a person who has a large income or one who has a small income?

3. Discuss importance of wise money management. Use problem-solving methods. (e.g. Decide whether to buy a new foreign car or a good domestic used car, both costing approximately the same.)

4. Debate what are necessities and what are luxuries?

5. Make a list of personal needs and a list of wants. Devise a savings plan to save a small amount of money each week. At the end of a month determine if your wants have changed.

6. Make a list of the kinds of service credit that are used in the community.

7. Investigate what legal responsibilities are involved in renting an apartment.

8. Investigate what legal responsibilities are involved in financing a car.

Suggestions For Evaluation:

1. Interview employees of finance companies to determine the most prominent factors that cause reclamation of automobiles. Make a list of alternative solutions that owners might have applied to alleviate their plight.

2. Post tips concerning legal responsibilities on a bulletin board. Post a new tip at least every two days.

3. Prepare a bulletin board—"Dollars and Sense." (e.g. Values, buying decisions, planning purchases, and agencies that aid the consumer.)

4. Bring to class labels from several different products. Report to class the descriptive information each label provides and whether or not you think the label gives enough information. Discuss.

CONCEPT: DECISION-MAKING

GRADE LEVEL: 12

Goals:

1. To acquaint students with some of the processes and/or techniques in making decisions.
2. To assist students to learn to use available resources relative to possible career choices and to consider post high school educational directives.

Suggested Learner Outcomes: (Objectives)

1. By the end of the twelfth grade each student will be able to use the resources in his/her school which are relevant to careers.
2. By the end of the twelfth grade each student will make a tentative career choice using the decision-making processes.
3. By the end of the twelfth grade each student will be able to give an oral presentation to the class of his/her career choice and outline the steps (s)he followed in making this decision.
4. By the end of the twelfth grade each student will decide if his/her high school training is terminal for the career selected.

Suggested Activities:

1. Divide the class into small groups to survey the community and list the possible careers it offers.
2. Research the available material on natural supply and demand in careers.
3. Compile the survey and research information with a booklet to be available to all high school students.
4. Rotate personnel of small groups. Each group will research and present to the class the feasibility of entering designated careers.

5. Present a "television show" based on career choices. (e.g. "What's My Line?")

6. Select a career. List in parallel columns the needed abilities for that career and student abilities; training required and student training; advantages and disadvantages of chosen careers. Present orally to class.

7. Plan a visit to a campus, vocational school or other post secondary training center for students whose career choices indicate such training.

Suggestions For Evaluation:

1. Evaluate the booklet compiled by the students as to: comprehensiveness, organization, neatness and originality.

2. Determine value of field trip by oral presentations by students who visited the schools/centers.

3. Discuss effectiveness of "television shows" by entire class. Rate each "show."

4. Rate student's choice of career and his/her oral presentation by students and teacher.

5. Distribute to students lists of abilities, training and lifestyles. Each student list careers for those possessing listed traits.

ECONOMIC AWARENESS

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 1

Goals:

1. To assist the students in increasing their awareness of the value of money.
2. To assist the students in developing an awareness of the exchange of goals and services.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade, each student will be able to understand the "pennies" value of a nickel, dime, quarter and dollar.
2. By the end of the first grade, each student will increase his/her awareness of the parent(s) as wage earners.
3. By the end of the first grade, each student will develop an awareness of persons in the community from whom (s)he receives services in exchange for money.

Suggested Activities:

1. Assist the class in planning a party. Have them compare prices and purchase materials, using a specified amount of money—preferably, money that they have earned in a class project.
2. Divide the class into groups of six. Give each group a different toy catalog. Have them list the cost of ten specified toys, and compare the prices during a large class discussion.

3. During a unit on the "Post Office," ask the local postmaster to bring stamps to the classroom. Allow each child to purchase a stamp and mail a Mother's Day card, and have the class discuss with the postmaster the many ways the postal service must use the money.

Suggestions For Evaluation:

1. Ask each student to identify the "pennies" value of a nickel, dime, quarter and dollar.
2. Allow three members of the class to select a community helper (e.g. milkman, mailman, fireman) and make a paper bag puppet of that helper and grant the class an interview with their puppets. Instruct the class to determine the services received in exchange for money.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 2

Goals:

1. To assist students in increasing their economic awareness by comparing the worth of goods in exchange for money or barter.

2. To familiarize students with the money exchange system versus the barter system.

Suggested Learner Outcomes: (Objectives)

1. By the end of the second grade each student will be able to demonstrate the ability to exchange money for goods received.

2. By the end of the second grade each student will be able to demonstrate knowledge of the barter system by exchanging one item for another desired item.

3. By the end of the second grade each student will be able to discuss the difference between the money exchange system versus the barter system.

Suggested Activities:

1. Make coins and paper currency, ranging from one cent to five dollars. (Excellent materials for this activity are construction paper and aluminum foil.)

2. Collect and/or draw pictures to make charts or collages showing how the barter system started and some of the items that were exchanged.

3. Bring in items which can be used as barter in a simulated Trading Post in the classroom. Bring a small radio to class to listen to local "Swap Shop" and "Trading Post" programs.

4. Collect advertisements from all available sources to aid in formulating an advertising campaign for the "Trading Post."

5. Enlist the aid of parents and/or friends in taking students shopping with them to observe the exchange of money for products.

Suggestions For Evaluation:

1. Set up a simulated "Trading Post" and have the students participate in exchanging one item or items for other desired items.
2. Provide the merchandise for a candy store. Issue each student a dollar (play money) and let him/her pay for his/her purchases.
3. Discuss the history of the barter exchange system and compare the money exchange system with the barter exchange system.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 3

Goals:

1. To assist students in increasing their economic awareness by learning to spend money wisely

2. To familiarize students with the operation of the monetary system.

Suggested Learner Outcomes: (Objectives)

1. By the end of the third grade each student will be able to recognize the basic monetary units from one cent to ten dollars and understand the idea of equivalence.

2. By the end of the third grade each student will be able to read money numerals, analyze and solve problems.

3. By the end of the third grade each student will be able to name some advantages and disadvantages of being able to count money.

Suggested Activities:

1. Construct individual miniature (5" x 7") charts which illustrate total weekly allowance and all money earned from previous week. Record all expenses and at the end of the week decide which expenditures can be eliminated to save money.

2. Arrange a field trip to a local bank to open a checking or savings account and observe the management of the bank. (Hopefully this activity will encourage students to save money.)

3. Utilize art materials to make coins and paper currency ranging from one cent to ten dollars. Use the play money to learn how to make change, equivalence, and the exchange of money for goods.
4. Visit local supermarkets to observe how a cash register operates and compare prices of the same product with different brands in each store (e.g. Lipton Tea, Nestea, and other store brands). What is the difference in prices? Are they all the same? Check the ingredients.
5. Design and make posters for an advertising campaign for a sale of items brought in for the play store. Show how prices are marked down from original purchase prices and how much would be saved by purchasing the items advertised.
6. Fill out catalog orders (duplicate order blanks for the whole class) from mail order houses, magazines, etc., and state the price of each item. Then total the amount of items ordered including state tax.
7. Simulate incidents where the exchange of money is involved to emphasize the correct way of making change. Invite each student to spend one dollar at the store. Then price various items between ten and twenty-five cents or fifty cents and one dollar each. Have each student buy one or two items and tell how much change (s)he should receive from the purchase made.

Suggestions For Evaluation:

1. Involve the students in a role-playing activity (e.g. set up a grocery store and use play money and a toy cash register) to demonstrate their ability to recognize the basic monetary units from one cent to ten dollars and show their understanding of money equivalence by taking turns buying, selling and making change.
2. Administer teacher-devised tests consisting of addition and subtraction problems using decimal, dollar and cent signs. Include reading problems (e.g. write open sentence problems: Susan helped her mother make 24 cookies for a party. They frosted 18 with chocolate frosting. How many of the cookies were not frosted?) Students' answer should be 24 — 18 equals 6 cookies.
3. Participate in a round-robin discussion of the advantages and disadvantages of counting money (e.g. Advantages: (1) knowing when you are receiving correct change; (2) knowing how much money is needed to purchase certain items; (3) being able to balance a checking or savings account book. Disadvantages: (1) getting shortchanged; (2) failing to plan a budget, etc.).

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 4

Goals:

1. To familiarize students with the process of production and distribution of goods and services.

2. To provide students the opportunity of using hand and small electric tools.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fourth grade each student will be able to participate in organizing an assembly line factory to produce a salable product. (e.g. Use various cuts of wood to create bookends, candle holders, or serving spoons for sale at some school event. This will encompass the process mentioned in Objective 1; it will utilize the tools mentioned in Objective 2; and will require the cooperation of parents, principal and resource persons.)

2. By the end of the fourth grade each student will be able to successfully complete a job application form. This will be required before the student participates in the assembly line factory.

3. By the end of the fourth grade each student will be able to trace the development of some product in industry. (e.g. Trace the development of wood from a seed to its use in constructing a home. This can be done through charts; possibilities are limitless. Available materials can be obtained through the local conservation office.)

4. By the end of the fourth grade each student will be able to trace the development of at least two local industries from their beginning to their present state. The student will relate how the business effects the local economy.

Suggested Activities:

1. Research the development of the lumber industry through vocabulary study, oral and written reports, class discussion, field trips and interviews.

2. Divide the class into small groups for conducting the research in Activity No. 1. Group 1 could conduct the written research. Group 2 could conduct a field study of a particular lumber mill in the community. This group would conduct an interview with the owner. They would also invite the owner to serve as a resource person in the classroom. Group 3 could conduct hands-on-experiences in the classroom by preparing murals which depict the development of the lumber industry.

3. Take a class field trip to a lumber yard to see first hand the process of production and distribution of goods and services.

4. Conduct a landscaping project at a designated area around the school. The children could plant trees and use sources from the natural environment (e.g. driftwood, rocks, sand, etc.) for beautification.

5. Set up a model assembly line in the classroom to produce a salable product made from wood. Students could gain experience in using hand and small electric tools. Arrangements should be made prior to the formation of the assembly line to train children to use the tools. This could involve parents and resource persons.*

   *Parents are an integral part of this study, especially in preparation and implementation of the assembly line.

   Using the lumber industry is optional; you could substitute any applicable industry (e.g. coal, textiles, etc.).

Suggestions For Evaluation:

1. Ask parents who have been involved in the assembly line production to evaluate the students according to their percentage of participation and the quality of the finished products from the assembly line. This could be done partly during the production. After the products are finished, they could be labeled and displayed in an attractive arrangement for parents to evaluate.

2. Ask students to complete a questionnaire for self-appraisal of their activities in this concept.

3. Ask students to write in essay form, a summation of the entire unit. Include likes, dislikes and recommendations.

4. Ask students individually to give a 2-3 minute speech on some facet of the concept being considered. The student should include two of the following: (1) reason for selection; (2) things learned; (3) advantages and disadvantages of the activities; and (4) how it relates to economic awareness. Evaluation will be based on student's ability to substantiate his/her selection within the given time.

CONCEPT: ECONOMIC AWARENESS

READ CHAPTER 2
Write the following questions and answer them.
(1) What is a consumer?
(2) What is an energy shortage?
TREASURE HUNT

GRADE LEVEL: 5

Goal: To assist students in increasing their economic awareness by utilizing the concept of the law of supply and demand.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fifth grade each student will be aware that as the demand for products increases, the price increases.

2. By the end of the fifth grade each student will be able to budget his/her weekly allowance so as to receive the greatest benefit.

Suggested Activities:

1. Assign students to go shopping with parents once a week for three consecutive weeks and report orally on their experiences.

2. Designate students to read the local paper from week to week in search of price increases and decreases. Collect coupons that would aid in reducing food cost.

3. Select students to interview a grocery store owner, a housewife, a service station attendant, etc., and present oral reports to the class.

4. Conduct class discussion on the shortages of the local community—gasoline, groceries, etc., and determine what impact these have on the community.

5. Assign students to keep a record of their allowance and expenditures for one month and determine what are necessities and what are luxuries.

6. Invite students to conduct a survey of price ranges of identical products at three grocery stores and share with the class.

Suggestions For Evaluation:

1. Direct students to list three examples of products of which the demand is greater than the supply.

2. Instruct students to plan a budget of their allowance for a period of two weeks and explain to other class members, how they justify their expenditures.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 6

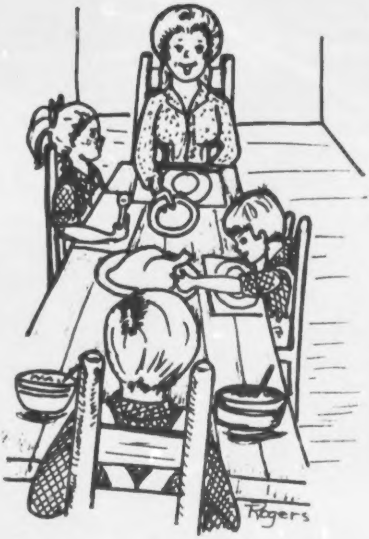
Goals:

1. To familiarize students with products, producers, and consumers.
2. To help students understand the interdependency between the producer and consumer.

Suggested Learner Outcomes: (Objectives)

1. By the end of the sixth grade each student will be able to define "producer" and "consumer."
2. By the end of the sixth grade each student will be able to list the careers associated with the production of a product. (Each student will select one product of his/her particular interest.)
3. By the end of the sixth grade each student will be able to tell why the producer needs the consumer and the consumer needs the producer.
4. By the end of the sixth grade each student will be able to list reasons for price increases in manufactured products.

Suggested Activities:



1. Define raw material, interdependency, producer and consumer.
2. Research a selected product of his/her choice and list the raw materials and careers involved in producing the finished product.
3. Record the items and the cost of the items used by his/her family for one week. Discuss the difference in cost of items related to the size of the family.

4. Compare the cost of food for a week between a rural family and urban family. Discuss the differences, if any.

5. Discuss the reasons why a farmer needs the factory worker and the factory worker needs the farmer.

6. Interview a producer asking about cost of materials, labor and utilities today compared to cost three years ago.

7. Visit a local factory to observe workers transforming raw materials into the finished product.

8. Construct a bulletin board which illustrates workers producing a given product.

9. Research newspapers noting the regular prices of products as compared to the sale prices of the same products.

Suggestions For Evaluation:

1. Define raw material, producer, consumer and interdependency.

2. Suggest the students list the careers associated with the production of a product of their selections.

3. Write a short summary telling why producer and consumer are dependent on each other.

4. List three reasons why the cost of finished products is continually rising.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 7

Goal: 1. To acquaint the students with the concept of management of finances.

Suggested Learner Outcomes: (Objectives)

1. By the end of the seventh grade each student will know the basic terminology associated with the management of finances such as budget, credit, etc.
2. By the end of the seventh grade each student will be familiar with the importance of budgeting.
3. By the end of the seventh grade each student will plan a family budget for a family of three having an income of $3500 for a six-month period.
4. By the end of the seventh grade each student will identify four advantages and disadvantages of credit and budgeting involved in management of finances.

Suggested Activities:

1. Begin a dictionary of terms related to management of finances.

2. Keep a record for one month of his/her personal finances.
3. Take a field trip to a business firm. Alert the bookkeeper to have financial books and records available for class observation.
4. Prepare a transparency of a pre-planned budget for class viewing and study.
5. Group the class into three member families. Allocate each family a specific amount of money. Devise a family budget.

6. View film, "The Business Office: Making Things Happen." (The ten-minute, color film is designed for junior and senior high schools. A group of students who are planning a prom learn that behind every organized activity is a business office. They employ the administrative function of planning, budgeting, advertising and decision-making.)

7. Compare newspaper and magazine ads for prices of a list of popular items. Compare credit buying with cash buying. Calculate the cost of paying for the items on credit terms and of borrowing the money from a bank. Find out what credit terms stores offer and how much borrowing from a bank would cost. Check with local finance companies to see how much it would cost to borrow the money from them. Write the conclusions.

Suggestions For Evaluation:

1. Review the records of personal finances kept by the student and evaluate on the basis of completeness and accuracy.

2. List terms associated with management of finances in one column and definitions in another. Evaluate on ability to match terms with their definitions.

3. Examine budgets prepared by the groups and evaluate.

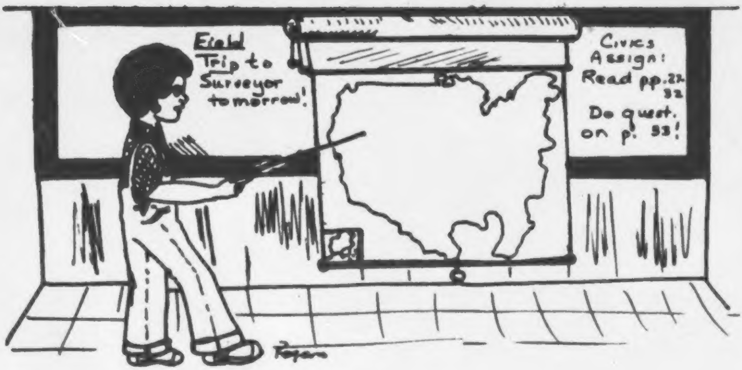
CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 8

Goals:

1. To assist students in increasing their economic awareness of careers available within the community compared with careers in other areas.

2. To make students aware of the process of production, distribution and consumption.



Suggested Learner Outcomes: (Objectives)

1. By the end of the eighth grade each student will become more aware of the effect that different careers has on the economy.

2. By the end of the eighth grade each student will be able to show reasons causing the economic differences in various areas.

3. By the end of the eighth grade each student will understand the process and different stages of production, distribution and consumption.

Suggested Activities:

1. Let students match the economy of the local area as well as that in other areas in relation to the natural resources. (e.g. Use a United States map to show locations of interest to students.)

2. Group students into five different careers and let each group discuss the earnings of one area compared with those in another location.

3. Let students prepare a list of the products their parents have purchased as a result of watching a commercial and decide what product was purchased more often because of advertisement.

4. Write a creative verse extolling some piece of work-saving equipment for which the student might be grateful. (e.g. power mower, dishwasher, electric tooth brush.)

5. Prepare some item, such as candy, and allow students to compute the actual cost of the finished product and compare with the item bought in the store. Ask each student to select an item and trace the stages of its production. (e.g. trace the making of a bar of soap.)

6. Bring to the class labels from different products and compare prices of the items in accordance with its availability.

Suggestions For Evaluation:

1. Each student will describe orally or in writing what/why a career suits him/her economically. Evaluation will be based upon effort, ability to communicate and comprehensiveness of presentation.

2. Each student will explain to the other class members the stages of production of the item (s)he selected. See above evaluation.

3. Students will give examples of five natural resources that effect the local and national economy. See above evaluation.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 9

Goals:

1. To familiarize students with some of the tools of business.
2. To make students aware of consumer rights and responsibilities.

Suggested Learner Outcomes: (Objectives)

1. By the end of the ninth grade each student will be able to explain how and why graphs, tables and charts are used in business.
2. By the end of the ninth grade each student will be able to analyze advertisement in terms of purpose(s), techniques and effectiveness.
3. By the end of the ninth grade each student will be able to compare values in the market place and to shop intelligently. Students will become aware of the different levels of jobs found in the market place.
4. By the end of the ninth grade each student will be able to identify the functions of at least two consumer protection agencies.

Suggested Activities:

1. Collect advertisements on products of the same kind and class (e.g. casual wear clothes) and compare and/or contrast advertisement techniques. (Note that advertisement is often aimed at particular groups such as a certain age or economic group.)
2. Explore five different new cars by dealer, comparing price ranges according to body styles and accessories. Use this information to formulate graphs that compare the cost of the vehicles to the average income of various careers. Ask the students to match careers and vehicles.

3. Divide the class into small research teams and make a survey of at least four different types of stores (e.g. retail, discount, grocery, pharmacy) selling the same products (e.g. hose, toothpaste, Contac, detergent, bath oil). Show findings in chart form.

4. Read and discuss booklet published by the Better Business Bureau. View and discuss film on the Better Business Bureau.

5. Select one member of the class *secretly* to bring several items (spices, butter, Kool-Aid, flour, etc.) to concoct a "medicine" for the group. After the "medicine" has been made, offer it to the students. Their reactions should lead to an interesting and thoughtful study of the Food and Drug Administration.

Suggestions For Evaluation:

1. Order an annual report of a large company and ask students to analyze the bar graphs in the report to determine how the graphs are used to place the company in the most favorable light.

2. Select three pieces of different advertisements from newspapers and/or periodicals and ask students to identify: (a) the need at which the advertisement is aimed; (b) the age group of the advertisement target; (c) the social/economic level of the target; and (d) misleading connotations, if any, of the advertisement.

3. Divide the class into groups of six students each; arrange with supermarket manager for a mock buying trip; give each group a typical household shopping list; provide each group with a bogus check for \$50.^{00}; and establish which group can return with the best per unit purchases.

4. Suggest that the class write and produce a 10-minute skit based on actual fact from the files of the B.B.B. This skit should: (a) show how the consumer's rights are violated; (b) how the businessman/businesswoman is "ripped off" by consumers.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 10

Goals:

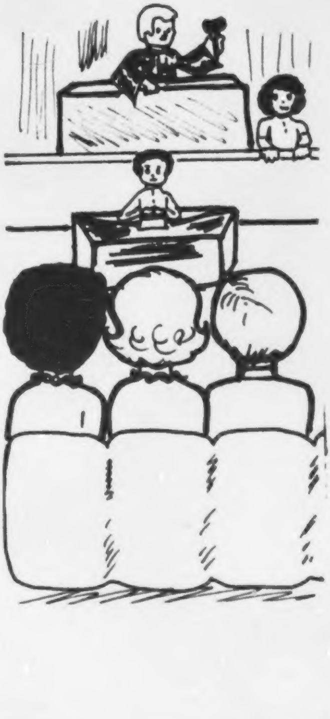
1. To familiarize students with litigation in the "world of work" as it relates to the financial well-being of perspective employees.
2. To cause students to consider the correlation between lifestyles and salaries in selected careers.

Suggested Learner Outcomes: (Objectives)

1. By the end of the tenth grade each student will be able to recognize incidents whereby employers(ees) can become involved in litigation concerning financial lawsuits.
2. By the end of the tenth grade each student will be able to identify with the kind of lifestyle by which (s)he prefers to live.
3. By the end of the tenth grade each student will be able to compare the salaries of selected careers to the kind of lifestyle with which (s)he is most satisfied.

Suggested Activities:

1. Divide the class into small groups and brainstorm unaccepted interest, values, goals and behavioral characteristics which might possibly lead to litigation. Form a small circle, or any comfortable atmosphere, and discuss how one can rectify his/her problems with an employer if (s)he is involved in litigation.
2. Invite an attorney to the class to inform students on incidents between employers and employees which lead to litigation.
3. Visit a courtroom and observe a civil lawsuit that involves an employer/employee.



4. Keep a daily log of all expenses in any given week to determine the cost of the student's lifestyle. Then, keep a similar log of expenses of someone who has the same kind of career in which the student has an interest. After any given week, determine if that career satisfies the student's lifestyle financially. Share this information with the class. (e.g. A student logs expenses for the following: the food (s)he eats, the clothes (s)he buys, the entertainment (s)he seeks, etc.)

Suggestions For Evaluation:

1. Identify ten incidents between an employer and an employee that might lead to litigation and ask the students to identify possible panaceas to these incidents.
2. Invite two resource persons to the classroom and ask the students to identify ways in which these resource persons could become involved in litigation.
3. Ask students to record their thoughts in a stream-of-consciousness style while viewing the trial and relate these thoughts to the class.
4. Rate the daily log of all expenses according to the following criteria:
   A. neatness;
   b. accurateness;
   c. comprehensiveness;
   d. perceptiveness in observations of the "other" persons.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 11

Goals:

1. To help students relate personal and family matters to specific career clusters.

2. To acquaint the students with the concept of effective money management.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eleventh grade each student will be aware of the working conditions and lifestyles involved in at least five career clusters.
2. By the end of the eleventh grade each student will be aware of the economic rewards associated with at least five career clusters.
3. By the end of the eleventh grade each student will be aware of: (a) living within your income, and (b) not letting yourself get into the red.
4. By the end of the eleventh grade each student will be aware of salaries in relation to the following: fringe benefits, gross and net income, pensions, social security, insurance and tax withholdings.

What will this apartment cost?

Suggested Activities:

1. Present thought provoking case problems concerning lifestyle and working conditions. Discuss and give feasible solutions. "What If" situations may be used. (e.g. What if, hurt on the job? Work is not up to standard? There is a personal disagreement among workers? There is a call for

strike? A promotion calls for moving to another geographic location? Excessive amount of overtime is required? Working hours are extremely irregular?)

2. Divide into groups and assign each group a budget category to investigate. Use various methods to gain information. (e.g. Rent and/or house payments—learn about housing that is available in a city in which you might want to work. Study real estate section of newspaper. Compare rates for various types of hotels, boarding or rooming houses and residences. What prices are asked for a room in a family home? How do apartments, both furnished and unfurnished compare? How much would commuting cost? How much time would be involved in travel?)

3. Compare the cost of a television set purchased with cash with the total cost for the same set purchased on the installment plan.

4. Keep an account of your actual expenses for one month. Include family expenses that you will eventually have to assume. Total each category at end of month.

5. Plan a personal budget based on information acquired.

Suggestions For Evaluation:

1. Divide class into families of four to five members. Assign each family a career cluster. Have each family investigate and report on working conditions, economic rewards and lifestyles for that cluster.

2. Assign each student a realistic salary; in turn (s)he will work out a feasible budget for either a single person, a couple or a family of "X" number of members.

3. Display and report on information gathered concerning the various budget categories. Information might be uniquely displayed on the bulletin board. Suggested title: "This Means Money to You."

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 12

Goals:

1. To assist students in becoming aware of the impact of economic factors in their lives.
2. To familiarize students with a selected number of instruments and agencies which are consumer oriented and how to use them.

Suggested Learner Outcomes: (Objectives)

1. By the end of the twelfth grade each student will be able to read labels, tags, materials and identifications intelligently.
2. By the end of the twelfth grade each student will be able to assess the economic advantages and disadvantages of several careers which interest him/her.
3. By the end of the twelfth grade each student will be able to see the relation between training and economic rewards.
4. By the end of the twelfth grade each student will be able to name and contact at least three agencies which will assist consumers.
5. By the end of the twelfth grade each student will be able to develop his/her personal budget as a student and as a trainee and be able to expand it for a family budget.

Suggested Activities:

1. Itemize all monies received and disbursed in a specific time period of one, two or four weeks. Each student will keep a personal record and use it as a basis for a personal budget.

Look at how many canned food labels and clothes labels I've collected!

2. Divide class into small groups. Each group construct a bulletin board displaying the *essential* and the *enrichment* factors and their costs for lifestyles of different careers.

3. Collect, compare and then arrange a display of clothing labels, can wrappers and packaged goods.

4. Research the school and public libraries to obtain a list of agencies which deal with consumer problems. List on posters for display.

5. Divide the class into as many groups as agencies. Each group present an oral report to the class. One agency as to: Name, location(s), chief purpose(s), type(s) of consumer, and cost of these services.

6. Develop a vocabulary of legal and financial terms.

7. Interview resource people from business and government agencies to learn how they assist consumers.

8. Choose a career and defend its choice to the class on economic considerations.

Suggestions For Evaluation:

1. Write a letter to a consumer protection agency stating a problem and asking for assistance. Teacher evaluate and return.

2. Evaluate small group reports, bulletin boards and displays by students and teachers using a prepared check list.

3. Solve a crossword puzzle based on the vocabulary developed in the activities.

4. Establish a priority list of needs and desires to be assessed by students and teacher according to the economic realities of a selected career.

EDUCATIONAL AWARENESS

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 1

Goal:

1. To assist students in understanding the similarities and differences between home roles and school roles.

Suggested Learner Outcomes:
(Objectives)

1. By the end of the first grade each student will develop an understanding of the similarity of the parent-teacher roles and the student-family member roles.
2. By the end of the first grade each student will develop an awareness that (s)he should know how to read, write and do math to function effectively in any job.

Suggested Activities:

1. Assign a specific home duty (e.g. take out garbage, clean up room, wash dishes) to each child and have the child keep a record of his/her achievements.
2. Invite a farmer and/or his/her mate for an interview with the class (preferably during the teaching of a unit on "The Farm"). Direct the questioning so the interview reveals how the basic skills are necessary to both the farmer and his/her mate.
3. Encourage each student to accept a classroom responsibility (e.g. water flowers, dust shelves, sharpen pencils). A personal contract of accepted work duty or a bulletin board, displaying the names and desired duties, should be used.

Suggestions For Evaluation:

1. To culminate a unit on "The Farm," allow several students to choose a farm-related job and role-play his/her choice. Ask the students to identify how the basic skills (reading, writing and math) are necessary to each worker.

2. Divide a large chart into two columns. Entitle the columns: (a) Responsibilities of a Leader; and (b) Responsibilities of a Group Member. Ask the students to help you complete the lists.

HOW ENGLISH HELPS A LETTER CARRIER
1.) English helps the letter carrier by teaching him to read,
2.) by teaching him to write,
3.) by helping him to understand his language,
Today's assign
Reading-p27
Math - p91
Volunteers for special projects:
Kathi Tom
Sara John

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 2

Goal: To familiarize students with the relation of basic skill development to life roles in the community.

Suggested Learner Outcomes: (Objectives)

1. By the end of the second grade each student will be able to list three workers in the community and tell how they acquired the skills used in the careers.
2. By the end of the second grade each student will be able to relate orally how school subjects are important to life roles within the community.
3. By the end of the second grade each student will be able to describe, in his/her own words, three careers and three educational skills related to each career.

Suggested Activities:

1. Interview resource people to discover what skills are necessary to their careers. (Provide students with interview questions prior to the interview.)
2. Construct charts for each school subject and place a mark on them showing each time students use skills in performing their chores during the school day.
3. Enlist the aid of the parents; keep a log for one week, showing the number of times school-related skills are used in performing chores at home.

4. List and illustrate the careers available in the community. (You may also use pictures cut from newspapers and magazines.)

5. Divide into small groups; each group choose a career and discuss how subjects studied in school might be important to chosen life roles.

6. Write a minimum of six simple sentences using career terms or names of tools of the trade. Provide a list of words for students to use.

7. Divide into interest groups; research and bring to school, material concerning five careers available in the community.

Suggestions For Evaluation:

1. Issue each student a sheet listing the names of some workers in the community and ask them to match workers to their skills.

(e.g. a. barber	__c__	helpful in dental care
b. nurse	__d__	plan nutritious meals
c. dentist	__b__	knows about medicine
d. dietician	__a__	styles and cuts hair)

2. Participate in role-playing designated careers; role-play a resource person answering questions about how (s)he acquired the skills necessary to his/her career.

3. Divide students into groups; present each group with a school subject; ask each group to describe how each subject is related to life roles in the community.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 3

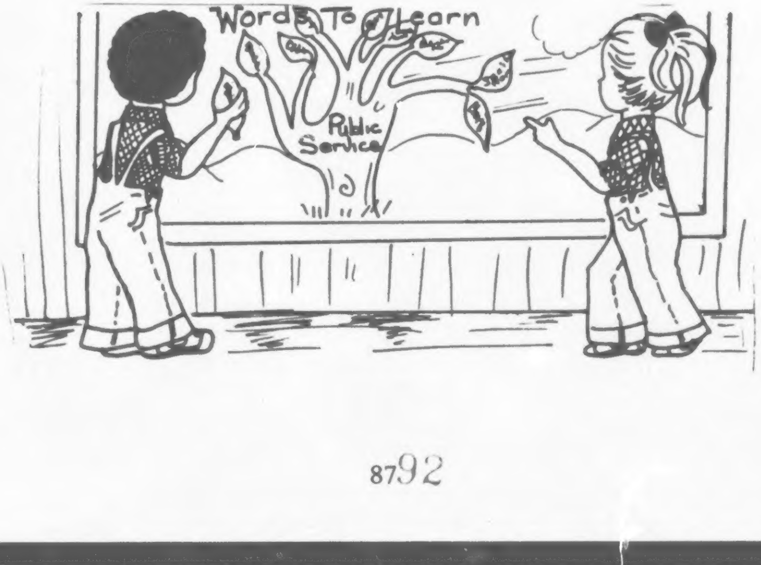
Goal: To familiarize students with the importance of learned skills in relationship to real-life roles.

Suggested Learner Outcomes: (Objectives)

1. By the end of the third grade each student will be able to follow directions in sequence and name three learned skills related to real-life situations.
2. By the end of the third grade students will be aware of the differences between learned skills and real-life roles.
3. By the end of the third grade each student will be able to demonstrate the importance of effective listening and writing skills.

Suggested Activities:

1. Divide the class into groups; each group will choose a career from the unit being taught and discuss why they selected a specific career.
2. Invite people from different careers to talk to the class about their jobs. (Prepare interview questions prior to the visit.) Ask resource persons to discuss the kind of education or training required and work necessary in obtaining employment and gaining success in their jobs. (e.g. What kind of education is necessary for this job? What are your duties? etc.)



3. Compile a vocabulary list from the new words discovered by each student in his/her research and make a vocabulary tree by putting words on leaves (made from construction paper) and hanging them on the tree branch in alphabetical order, starting at the top. See who can hang the most leaves.

4. Involve students in activities which will reinforce their skills of following directions in sequence (e.g. handicraft, singing, speech, cooking, etc.)

5. Practice writing friendly, invitation and thank-you letters to friends and resource persons.

Suggestions For Evaluation:

1. Involve students in activities which require a knowledge of numbers, reading and following directions in sequential order (e.g. making candy from a favorite recipe). Discuss why being able to follow directions is important in school and in real-life situations.
   (e.g.
   - Reading—needed for traveling, filling out job applications, etc.;
   - Writing—balancing a budget, communication;
   - Following Directions—able to do what you are told at school and on the job, etc.)

2. Select activities involving techniques requiring the students to read, write, spell and speak correctly which are essential for success in school as well as everyday life situations (e.g. researching job clusters and giving oral reports in class, writing invitations and thank-you letters).

3. Play games which require the students to use their listening skills. (e.g. "Simon Says," play a record which requires the students to listen for words which begin with a certain sound. Keep a record to see who hears the most.)

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 4

Goals:

1. To assist students in becoming aware of their individual strengths and weaknesses as related to their educational needs.
2. To assist students in overcoming their weaknesses to attain certain goals.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fourth grade each student will be able to list his/her strengths and weaknesses as (s)he sees them.
2. By the end of the fourth grade each student will be able to discuss openly what makes him/her unique.
3. By the end of the fourth grade each student will be able to give a one minute talk on "My Strengths and Weaknesses."

Suggested Activities:

1. Devise a sociogram to help determine individual needs and, using the sociogram results, select children who are least expected to lead class activities.
2. Play the game "Who's Missing?" One student leaves the room while remaining children keep their heads down. One of the remaining children is chosen to guess who is missing; What the child is wearing; color of hair and eyes; and other special characteristics. This is an effective awareness game. Children seem to be closer as a group after playing the game. It should be played for short time periods once a day.

3. After completing one week of individual and group techniques, thirty minutes per day, begin to focus on children's academic strengths and weaknesses. Begin with a "gab session" on students' strong subject areas as opposed to those in which they are weak. Lead students to discuss their own strengths and weaknesses. Find out how they feel regarding each, as related to the peer group. The teacher should try to remain non-directive as much as possible.

4. Use the prose selection "Who Are We?" from the 1973 Childcraft Annual, *About Us* (World Book Encyclopedia). Students will read the selection silently first, then orally. Use at least ten minutes for verbal reactions to the selection.

Suggestions For Evaluation:

1. The students will list strengths and weaknesses both at the beginning and at the end of this study. Conduct a comparative analysis of changes which have taken place.

2. The students will complete a sheet containing columns, "Things I Can Do" and "Things I Can't Do." Then substitute, "Things I Won't Do" for the "I Can't" column. Guide children to determine if they *can't* do certain tasks or if they *won't* do them.

3. Evaluate students according to their participation in the unit activities, group sessions, etc. Please bear in mind that evaluation for the type of activities above must be subjective and conducted over an extended period. For some children, change will occur rapidly; others must be dealt with more carefully. Parents can assist in observing children at home: change in attitudes, the child's initiative in homework assignments, etc.

4. The students will complete a teacher-made questionnaire involving all facets of the "Educational Awareness" study (e.g. group activities, individual appraisals and work habits). This survey will be added to the student's cumulative folders.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 5

Goal: To familiarize students with their role as individuals; their role within their environment; and their role with adults.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fifth grade each student will be aware of his/her identity and role in society.
2. By the end of the fifth grade each student will be able to work cooperatively in groups.
3. By the end of the fifth grade each student will be able to interview an adult.

Suggested Activities:

1. Permit the students to assist in planning a unit of study of special interest to them. (e.g. How does a fire station operate?)
2. Instruct the students to list their personal characteristics as they see them; then as they think others see them.
3. View the program "Me Myself and Maybe," a presentation from K.E.T.'s Bread and Butterflies series. (This program helps students understand and accept themselves with their abilities.)
4. Conduct student-teacher conferences. (e.g. Discuss necessary requirements to become a teacher.)
5. Invite resource persons to talk to the students about requirements necessary for careers in which they are most interested.
6. Assign the students to write their autobiographies and identify what they would like to be.

Suggestions For Evaluation:

1. Instruct each child to list his/her personal characteristics and explain why (s)he sees himself/herself this way. Evaluate on completion of assignment.

2. Divide the class into groups; assign activities to each group and ask each student to describe his/her experiences in the activity. Evaluate on the effort shown and ability to communicate with peers.

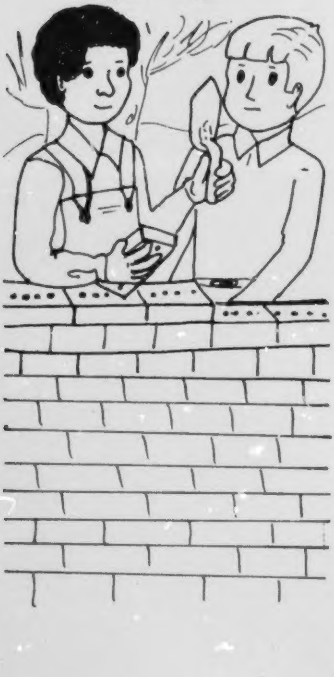
3. Select various topics and allow the students to interview the teacher. Evaluate on the comprehensiveness of the interview.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 6

Goals:

1. To familiarize students with educational requirements for performance of selected tasks.
2. To help students understand attitudes and personality requirements for satisfactory performance of tasks.



Suggested Learner Outcomes: (Objectives)

1. By the end of the sixth grade each student will be able to list the educational requirements for one career from each of the fifteen career clusters identified by the U.S.O.E.
2. By the end of the sixth grade each student will be able to state the kind of attitude and personality requirements for a selected career.
3. By the end of the sixth grade each student will be able to tell how the attitudes of a worker affect the quality of a product or the performance of a job.

Suggested Activities:

1. Divide into groups of six with each group constructing a poster illustrating all the careers from one cluster and educational requirements for each career.
2. Research newspapers, the "help wanted section," to become aware of jobs available and educational requirements for these particular careers.

3. Discuss why attitudes of workers affect the quality of products manufactured (e.g. Product on Monday may be inferior to one manufactured on Wednesday.)

4. Role-play by groups a task where each student is the leader of the group. Then (s)he is a follower. (e.g. A brick layer and helper, etc.)

5. Interview an employer to learn about educational requirements and the type of attitude and personality (s)he looks for in an employee.

6. Fill out a job application in groups of four with one member of its group checking the number of blanks filled in correctly. Each member will relate the educational requirements listed in his/her application.

7. Visit a factory, paying particular attention to personalities of the workers on various jobs.

8. Survey the community for available careers with emphasis upon the educational requirements for careers.

Suggestions For Evaluation:

1. Suggest the class compile a card file of one job from each cluster, listing the educational requirements for each.

2. Demonstrate the type of personality and attitude necessary for a selected career through role-playing. Emphasize why employers look for different types of individuals for particular jobs.

3. Summarize why the attitude of a worker affects the quality of work (s)he performs.

4. Encourage students to collect and bring to class as many examples as possible on how attitudes of workers affect quality of manufactured materials.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 7

Goal: To familiarize students with human values relative to lifestyles regardless of economic conditions.

WARNING!
Shop Lifters Will Be Prosecutad

Suggested Learner Outcomes: (Objectives)

1. By the end of the seventh grade each student will be able to identify human values which each individual seeks in the social process: respect, authority, wealth, enlightenment skill, well-being, honesty, fairness and love.

2. By the end of the seventh grade each student will be able to distinguish between the upper, middle and lower class families in our society on the basis of their economic conditions.

3. By the end of the seventh grade each student will be able to name seven factors influencing the lifestyles of the various classes and suggest three ways their economic conditions and lifestyles may be improved.

Suggested Activities:

1. Set up simulated situations in which participants can seek human values for themselves and share them with others. (e.g. Two students, Barbara and Bobbi, pretend a situation which takes place in a jewelry store. Barbara, seeing a bracelet which she wants very badly, steals it, while Bobbi shields her. They

are apprehended by a floorwalker as they leave the store and are taken to the manager's office and searched. Their mothers are summoned to the store. Learning that Barbara had not done such a thing before, they are released to the custody of their parents. Both the parents and the girls are embarrassed and ashamed.) Discuss the subject of stealing and its effect. Suggest realistic ways of getting desired wants/needs.

1. Stimulate thinking and discussion about human values through story-telling. (Value relationships that are observed in the behavior of the characters in each story will have more meaning if students are guided to discuss the events in the lives of the characters.)

3. Use silhouettes to show the different classes of individual families, as a result of economic conditions. Stretch a sheet across the room or set up a movie screen and project a strong light. Encourage the students to contribute their ideas and dress to suit the lifestyle portrayed and project themselves on the screen.

Suggestions For Evaluation:

1. Offer four hypothetical situations within the experiences of the students. Ask them to react to the situations. Evaluate their reactions on the basis of reinforcement of positive human values.

2. Submit four "open-ended" stories for students to supply endings.

3. Provide opportunities for students to show respect, honesty, fairness, etc., when they are not aware of being observed.

4. Provide four "character sketches" of story-book characters. Have students defend or refute the events in the lives of the characters according to their sense of values.

5. Evaluate the silhouettes on the basis of participation, preparation, originality and ability to portray the lifestyles of different classes within our society.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 8

Goal:

To assist each student in perceiving the relationship between education and life roles, and to help him/her identify various lifestyles and the conditions determining these styles.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eighth grade each student will have gained an awareness of the conditions that determine various lifestyles: education, ability, ambition, drive, status, etc.
2. By the end of the eighth grade each student will be able to perceive that there is a relationship between the amount of education (s)he has attained and his/her life role(s).

Suggested Activities:

1. Conduct in class "on-the-spot" interviews of a retired person on a fixed income, a disabled individual and a self-employed executive. After the interviews, discuss their apparent lifestyles and the conditions that determine them.
2. View the following television series' and compare and contrast lifestyles: *Good Times, Happy Days, All in the Family, Mary Tyler Moore Show,* or similar programs.

3. Select one person who the student feels has influenced his/her life, or who (s)he admires. Complete research projects to consider how economic, social and educational aspects have affected his/her career and life.

4. Build a display of an economically depressed area. Build another of the same area and what it might be like after a factory or a new mine has opened and people are more economically affluent. Discuss the factors leading to the conditions in both displays.

5. Study newspaper "want ads" for careers that are available, and the education and training needed for each. Compile a chart or graph rating the careers from those that require the most education to those that require the least, and the expected salary of each.

6. Using "want ads" from newspapers each student will learn the code used in writing them. Then project a paragraph describing in detail a job opening. Each student will write an ad using the code.

7. Present a panel discussion of two contrasting ideas concerning: After High School, What? (vocational training, college, a job and/or marriage, etc.)

Suggestions For Evaluation:

1. List and discuss the factors that each student feels education can do to widen the number of future opportunities.

2. Write a paragraph from the viewpoint of various lifestyles, explaining the conditions that determine them. Choose the lifestyle you like best and tell why.

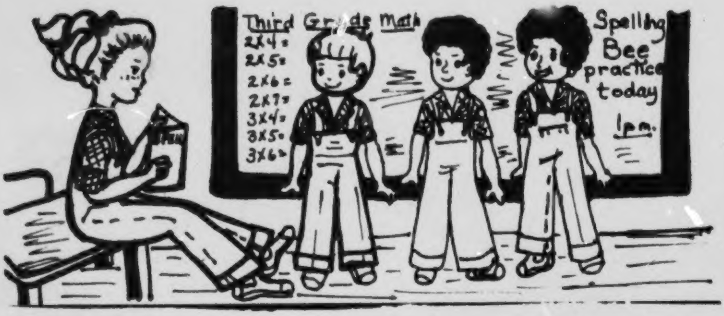
3. Discuss in small group sessions the special skills each student will need for the career and lifestyle (s)he desires.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 9

Goals:

1. To familiarize students with the educational skills necessary for selected careers.
2. To assist students in improving and understanding the educational skills necessary for a selected career.



Suggested Learner Outcomes: (Objectives)

1. By the end of the ninth grade each student will be able to list educational skills, such as reading, mathematics, science and art, and put these in order relating to his/her ability.
2. By the end of the ninth grade each student will be able to list educational skills in order of his/her preference in performing these skills. (A student may be talented in music and not care for the subject.)
3. By the end of the ninth grade each student will be able to see the relationship between educational skills and his/her selected career.

Suggested Activities:

1. Compile a list of twenty-five careers. Have each student put these in order with one being the career that requires the highest degree of educational background. Divide the careers among the class and research the education required for each career. Check the corrected list against each student's first list. Discuss the class findings. Students may be surprised to find the educational training required for some careers (e.g. a strip miner).

2. Interview a retired person who can relate to the class how much further (s)he could have advanced in his/her chosen career had (s)he secured additional educational training.

3. Invite a vocational education teacher to class to discuss what that teacher's program has to offer for students who will take advantage of it. Follow-up with a student out of vocational school and now employed.

4. Make arrangements for a class member to be an aide to a teacher in a lower elementary grade. Let that student report to the class on his/her ability to help students who have less educational training.

5. Have the class to agree that for one week they will strive at the best of their abilities in a certain subject. At the end of the week compare grades of the previous week. Have the students state why they think there is an improvement when one strives to do a better job.

Suggestions For Evaluation:

1. Have each student draw a bar graph showing his/her educational improvement or decline in a subject for a period of time.

2. Using the "want ads" have a student select the openings (s)he could apply for now, using the educational skills (s)he has already acquired.

3. Have each student report to the class on a selected career and what further educational training is necessary to pursue that career.

4. Use a section of the school newspaper for a page entitled "I Want To Be." Let each child in a few words state what (s)he wants to be and what education/training (s)he will have to accomplish to attain this goal.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 10

Goals:

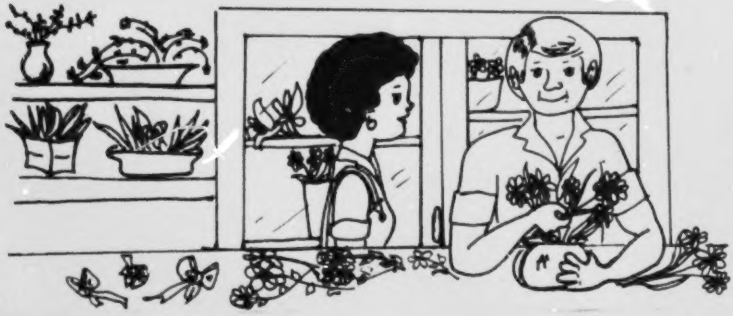
1. To familiarize students with specific skills required for the career which they have tentatively selected.
2. To cause students to recognize their own capabilities in relationship to the specific skills required for selected careers and make them aware of career options in case they experience "a change of mind" in their future careers.

Suggested Learner Outcomes: (Objectives)

1. By the end of the tenth grade each student will be able to identify the specific skills required for the career which (s)he has tentatively selected.
2. By the end of the tenth grade each student will be able to recognize his/her own capabilities and then determine if the selected career is the most suitable career for him/her.
3. By the end of the tenth grade each student will be able to consider career options if (s)he has decided against his/her first-choice career.

Suggested Activities:

1. Coordinate a program which enables each student to visit a resource person and "shadow" him/her for one hour a day for two weeks so that the student can glean information first-hand and develop specific skills required for that career.
2. Divide the class into two groups; each group should consist of a minimum of five students. Introduce the students to the game "To Tell the Truth"—a game whereby three persons try to stump a five-member panel by answering a variety of questions pertaining to qualifications, skills, interest, etc., in his/her career. One student should be identified as the "real" career person and two students should be imposters.



3. Conduct interest, attitude and academic testing to determine the careers for which students are most suited. With the assistance of the guidance counselor, counsel the students in individual/small group sessions and share the interpretations of the testing results. Have the students select a resource person outside the area and write him/her a letter inquiring about the person's academic background, attitude toward work, interest, etc. Students will compare the replies to their own abilities, interest, etc.

4. Construct/design an original work of art which depicts one career cluster with at least five career options identified. Display the finished projects wherever and whenever you see fit. Invite students to explain their "creations" to viewers. (e.g. A student selects the Construction Cluster. (S)he builds a model house that reflects the work of carpenters, painters, plumbers, architectural engineers, civil engineers, carpet layers, etc. (S)he displays the model house in the cafeteria and after a community spaghetti supper, explains the concept of the model house to interested community people.)

Suggestions For Evaluation:

1. Give the students an opportunity to share their shadowing experiences with classmates in a demonstration speech. Invite other school personnel and community people to the classroom and have them evaluate the students' knowledge and skills gained.

2. Present the "To Tell the Truth" activity to a Parent Teachers Association meeting and obtain both oral and written responses.

3. Permit the students to evaluate their own letters and ask them to explain their evaluations in one brief paragraph.

4. Compose a five-member panel—a student, a parent, a clergyman, a business person, and an industrial person—to evaluate the creative projects according to the following criteria:

   - •delivery and explanation of ideas;
   - •visibility of the career and the career options represented in the project;
   - •knowledge of the preparation for the career and the career options;
   - •creativity of design.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 11

Goals:

1. To assist students in becoming aware of their skills or interests.
2. To assist students in implementing a personal plan to obtain skills needed in a selected field of interest.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eleventh grade each student will be able to identify special interests in career choices.
2. By the end of the eleventh grade each student will know what special skills are needed for a specific career.
3. By the end of the eleventh grade each student will have planned a strategy to develop special skills for a career choice.
4. By the end of the eleventh grade each student will have begun to develop special skills in one career choice.

Suggested Activities:

1. Conduct a "buzz session" in which students will discuss their probable career choices.
2. Find job openings for which (s)he could qualify as a beginning worker. Document by newspaper ads, civil service announcements, bulletins, etc.
3. Arrange for each student to spend a minimum of a half day on the job with a worker engaged in his/her area of interest.
4. Work together in committees according to job—family interest to compare educational training—College Program, Junior College, Vocational School, On-the-Job Training, etc.

5. Discuss sources of financial assistance with students who indicate they need help. Refer to principal or guidance counselor for assistance.

6. Divide a sheet of paper into two columns. Head one column "Work Skills I Need to Improve"; the other column, "My Plan for Improvement." Opposite each skill that needs improvement, note a specific plan you intend to follow.

7 Write a job description and include duties and standards expected.

8. Read company publications trade journals and books, and share information with class.

9. Administer or arrange for interest inventories, personality tests, aptitude and intelligence tests if they have not already done so. (e.g. Guidance counselor at school, state employment office, college or university testing service.)

10. View films and read literature concerned with general aspects of choosing a career.

11. Review the "Yellow Pages" of the telephone directory; ascertain the various areas of business in your own town or neighboring one. Determine what careers are available for you and ones that are not.

Suggestions For Evaluation:

1. List the advantages and disadvantages of selected career. Write a statement on "How Your Personality and Interests Fit into the Analyses."

2. Collect pictures, booklets and pamphlets illustrating and describing your chosen field of work or area of interest.

3. Write a paragraph of suggestions—how to better prepare yourself for a specific career.

4. Prepare bulletin board, "Look at Your Job Level" which indicates interests, abilities, cost of training and possibility of getting a job.

5. Publish "Newspaper Extras" featuring different aspects of preparing yourself for the work force.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 12

Goals:

1. To familiarize students with the educational requirements necessary to enter chosen career(s).
2. To assist students in understanding the correlation between the academic program of their school and the lifestyle they wish to live or the one which their selected career will dictate.

Suggested Learner Outcomes: (Objectives)

1. By the end of the twelfth grade each student will learn the educational requirements (s)he will need to attend college, vocational school or other training school, or to enter the employment field of choice.
2. By the end of the twelfth grade each student will have checked his/her scholastic credits to see if (s)he has the proper preparation for further education, training or job entry.
3. By the end of the twelfth grade each student will decide if adequate educational preparation can compensate for a lack of ability in selected career.
4. By the end of the twelfth grade each student will be able to identify the courses in the school's curriculum which will permit him/her to enjoy the coveted lifestyle.

Suggested Activities:

1. Select a career. Research available materials to learn the needed educational requirements. Each student should do this on the basis of personal choice.
2. Create a bulletin board featuring a variety of jobs and the educational requirements for each.

3. Role-play an applicant being interviewed for a job in his/her chosen field. Answer questions regarding educational preparation for the job.

4. Develop a game which will connect selected careers and educational requirements. (e.g. Questions and Answers, $25,000 Pyramid, etc.)

5. Divide the class into small groups. Each group will present a panel discussion on lifestyles of selected careers with particular emphasis on educational requirements.

6. Interview people from different jobs in your community. Focus on needed education.

7. Depict the relationship between financial remuneration and educational level. Use bar graphs to show this correlation. Have each student do this for his/her career choice.

8. Collect pictures from magazines, catalogs and newspapers to form a display stressing rewards of educational achievement.

9. Devise a chart showing connection between selected career and earned credits.

Suggestions For Evaluation:

1. Divide class into two teams for a contest. Team "A" will name a career. Team "B" will name as many educational requirements for that career as it can. Scorekeeper will record one point for each qualification. In turn, Team "B" will name the career and Team "A" will name qualifications. The team with the larger number of points is the winner.

2. Give each student a ditto sheet listing several careers with blank space below each. Allow a set time, 10 minutes, for students to fill in as many educational requirements for each career as possible. Devise a score card to grade this.

3. Evaluate the bulletin board displays, role-playings and games developed by students.

HUMAN RELATIONS SKILLS

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 1

Goal: To help students acquire the ability to work cooperatively with others, accept directions and take responsibility.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will be able to communicate and relate effectively with his/her peers.
2. By the end of the first grade each student will be able to work cooperatively in groups.
3. By the end of the first grade each student, when given a specific oral and/or written direction, will be able to do the task described.

Suggested Activities:

1. Discuss the meaning of "friendship" and have each child describe what (s)he likes about a particular friend. Assure the students that they each have some admirable characteristics and can easily acquire others.

2. Play "Pal for a Day." Each child's name will be put into a hat and half of the class will each draw a name. The person whose name a student draws will become that student's pal for a day. The pair will be encouraged to plan, work and play together.

3. Plan a picnic. Make a list of tasks that must be done and write each responsibility on a separate sheet of paper and put it in a box. Have half the children draw the duties to be performed. The students then choose a partner and together they follow the directions.

4. After a discussion on emotions and feelings, allow the students to pantomime different emotions. Classmates will guess which emotion is being portrayed and will discuss the feelings that these emotions have evoked.

Suggestions For Evaluation:

1. Make daily observations of each student's ability to work effectively with his/her peers. (Particular attention will be paid to those children who had the most difficult time adjusting and improvement will constantly be encouraged through positive reinforcement.

2. The role that each child played in the planning and conducting the party and ways to improve the next one will be discussed.

3. The adjustment that the child has made to the school atmosphere and the happiness that (s)he exudes, will be the greatest measure of the effectiveness of these activities.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 2

Goal: To help students understand the importance of getting along with others.

Suggested Learner Outcomes: (Objectives)

1. By the end of the second grade each student will be able to tell how being helpful can have either a positive or negative effect on people.
2. By the end of the second grade each student will be able to describe how good manners are important at work and in social relationships.
3. By the end of the second grade each student will be able to discuss the advantages and/or disadvantages of being a leader or follower.
4. By the end of the second grade each student will be able to demonstrate the ability to meet people, perform introductions and converse with people.

Suggested Activities:

1. Assign groups of two to do a "good deed for the day" by helping someone else at school or home; each participant will describe his/her feelings upon the completion of the "good deed."
2. Illustrate the art of listening by participating in the game of "Gossip." (e.g. Have one student repeat a sentence to another student and keep passing the sentence from one to the other until it reaches the last person. That person stands up and tells what was told to him/her. Compare it with the original sentence.)
3. Divide into groups and assign classroom chores which require joint cooperation to perform the task.

4. Arrange tea parties and informal get-togethers to stress interaction among peer groups.

5. Arrange interviews with two resource persons who work together in a career. (Prepare questions beforehand concerning how each person depends on the other in doing an efficient job.)

6. Contact the parents and plan chores for the students to do at home; discuss in class the importance of good family relations and working together to complete home chores.

7. Play games which involve the participation of everyone before success can be achieved.

Suggestions For Evaluation:

1. Set up a rap or gripe session; involve each student in discussing his/her emotions about being a leader or follower in activities.

2. Observe pairs of students performing classroom chores and discuss how each partner was helpful to the other and how their getting along affected the performance of their chores.

3. Observe participation in the performance of introductions, and participation in interviews, games and social gatherings.

Look at my butterfly collection!

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 3

Goal: To aid students in realizing the importance of recognizing individual differences.

Suggested Learner Outcomes: (Objectives)

1. By the end of the third grade each student will be more aware of the differences between himself/herself and others.
2. By the end of the third grade each student will be able to recognize and identify basic differences in people.
3. By the end of the third grade each student will be able to list three ways in which (s)he can better understand himself/herself and others.

Suggested Activities:

1. Listening, speaking and acting at the appropriate time will be illustrated through role-playing the characters in different careers within a select job cluster.
2. Draw, paint and/or color self-portraits and pictures of classmates.
3. Choose a friend and observe each other for a ten-minute period. By sharing observations decide what you like or dislike about yourself and discuss how you plan to improve the qualities which were unfavorable.

4. Conduct a survey and/or interview your classmates, polling them on their likes, dislikes, values, goals, etc. (e.g. Prepare questions before the interview, such as: What is your favorite sport? What hobbies or collections do you have? What kind of books do you like to read? Do you plan to go to college? What do you want to do when you grow up? etc.)

5. Participate in a "fishbowl experience" by allotting each student a specific amount of time to sit and observe what is happening in the classroom; then report his/her observations to the class.

6. Divide the class into groups and have each group discuss and list individual differences found among members of the other groups.

7. Read the beginning of a suspense story to the class and have each student write the ending. Then, the teacher will read the stories aloud without revealing the author's identity. Discuss individual differences in thinking.

8. Participate in games where each student has an opportunity to choose and be chosen. Discuss the reasons for each choice made. (e.g. "Take off and Fly," etc.)

Suggestions For Evaluation:

1. Display the self-portraits and the other pictures of classmates and tell what has been observed about each one. Students may want to bring in snapshots of themselves to place beside the pictures which have been painted or drawn. Evaluate on participation.

2. Choose another classmate and list a minimum of five differences between the observer and the one being observed. (e.g. physical features, personality, attitudes, manners, goals, appearance) Evaluate on ability of perceptiveness.

3. Write and illustrate an autobiography, or choose a person who is liked and admired by his/her peers and write about the differences between that person and the one writing the story. Evaluate on ability to communicate.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 4

Goals:

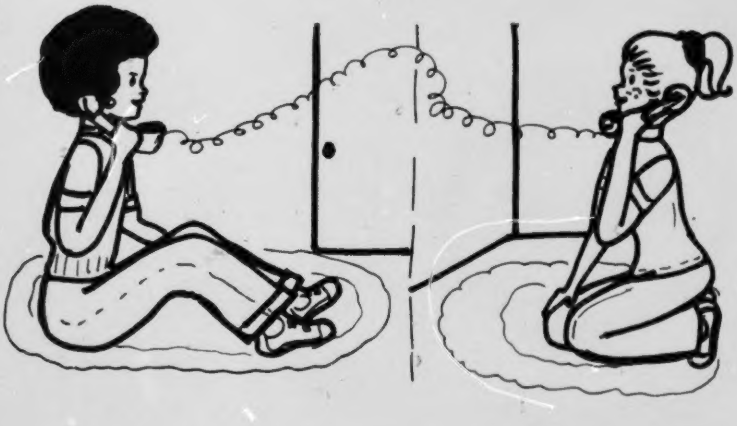
1. To help students become aware of the importance of developing effective human relations skills.
2. To make students more aware of the many ways of relating to other people.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fourth grade each student will become aware of the need for communication skills.
2. By the end of the fourth grade each student will become aware of the interdependency of people in everyday life.
3. By the end of the fourth grade each student will be made aware of the need for effective human relations in any career.
4. By the end of the fourth grade each student will understand the importance of effective human relations for a successful work experience.

Suggested Activities:

1. Make a list of ways we give and receive messages. Then role-play each way or illustrate by some visual or hands-on experience.
2. Prepare and present a play illustrating how a family can work together and be happy.



3. Make a book. Draw a picture of a different member of your family on each page. Tell how your family is dependent upon each other. Lead into a discussion on how you relate to people at home, at school and in the community. Discuss the importance of human relations skills in the world of work.

4. Try a group encounter activity, such as the following: Use photographs which generate "why" questions. Give all students a picture. They are to think of as many "why" questions as they can about what is shown in the picture. Then ask them to choose one of the questions and use their imaginations and answer it. (e.g. A picture portrays three girls giggling and talking in a circle and one girl is to the side with her head down.

   - •Why has one girl gone away?
   - •Why have the three girls sent one girl away?
   - •Why is one girl so unhappy?
   - •Why is one girl's dress dirty?)

5. Try a communication and listening exercise. Students select a partner; one to be the client and one to be the listener. Students sit face to face. Each person talks about some situation (s)he has encountered which has had a great impact on him/her. The listener then repeats as closely as possible what the client has said. The client confirms whether or not the listener has heard well. Then partners switch roles.

Suggestions For Evaluation:

1. Role-play given work situations in which participants demonstrate effective and ineffective human relations skills. Use groups of six to eight. The remaining students will evaluate the effectiveness of performance of the peer group. Allow time for group interaction.

2. Conduct individual listening exercises. Students will perform in pairs. The peer group and teacher will evaluate according to effectiveness of listening skills.

3. Students will write a reaction paper on the importance of effective human relations skills. Each child will give an oral contribution in class.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 5

Goal:

To assist students in developing human relations skills by expanding their capacity to understand feelings of themselves and others.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fifth grade each student will be able to communicate more effectively with other people.
2. By the end of the fifth grade each student will be able to work more cooperatively within peer groups.

QUALITY Inspection Dept.
Observe Safety!!!

3. By the end of the fifth grade each student will be more aware of the worth and role of other people in society.

Suggested Activities:

1. Assign students to interview people from various community careers in gaining experience in communication skills.
2. Role-play a situation in which an employee is seeking an increase in salary from his/her employer and discuss the approach used.
3. Role-play a factory assembly line situation using a toy or model to demonstrate the interdependence of each job.
4. Conduct class discussion of various careers of people in the community and how these careers dictate differences in lifestyles.

5. Utilize K.E.T.'s series "Bread and Butterflies" in their presentation of "People Need People," a documentary about close teamwork in work and leisure situations.

6. Invite resource persons to talk to the class on how to get along with people on the job and at leisure.

7. Divide the class into small groups with each group constructing a mural of people sharing and working together. (e.g. building a house, cleaning off a yard.)

8. Construct a bulletin board using pictures depicting acceptable (by their standards) personality traits.

Suggestions For Evaluation:

1. Allow the class to interview the teacher. Evaluate on comprehensiveness of interview.

2. Observe group activities and ask the students to write a paragraph describing their experiences and reactions in relation to each activity. Evaluate on creativity of thought and effort displayed.

3. Elicit oral reports from the students on their role in society. Evaluate on their ability to communicate before a group.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 6

Goals:

1. To assist students in relating to others.
2. To familiarize students with relationships between adult workers and co-workers.

Suggested Learner Outcomes: (Objectives)

1. By the end of the sixth grade each student will be able to list overall similarities and differences in relation to other students.
2. By the end of the sixth grade each student will be able to list human relations skills used by workers and co-workers.
3. By the end of the sixth grade each student will be able to list five human relations skills necessary for identifying with other people.
4. By the end of the sixth grade each student will be able to list ten ways people communicate.

Suggested Activities:

1. Collect pictures from magazines, newspapers and pamphlets, demonstrating how people have communicated down through the ages. Then construct the pictures into a bulletin board. (e.g. talking, smoke signals, T.V. and radio)
2. Role-play a person with a pleasant personality and one with an unpleasant personality and emphasize the need for a pleasant personality in certain careers. (e.g. receptionist, teacher, business person, mortician, etc.)

3. Construct posters/collages illustrating human relations skills. (e.g. courtesy, friendship and respect for others)

4. Discuss past experiences in which students made mistakes and discuss what they learned from these experiences.

5. Complete a self evaluation test noting the way students see themselves as compared to the way others see them.

6. Perform a demonstration for the purpose of improving communication and listening skills. Assign members of group specific skills to observe during the demonstration.

7. Visit a factory and observe human relations skills between worker and co-worker. Note how workers communicate in a noisy environment.

8. Bring to class and demonstrate some instrument used in communication. (e.g. The drum is used in Africa.) Discuss the different methods of communication.

Suggestions For Evaluation:

1. Suggest each member of class make a list of his/her similarities and differences and explain to other members of class.

2. Write an essay which identifies the human relations skills necessary for selected careers. (e.g. respect for others, honesty and friendship)

3. Demonstrate the relationships that should exist between worker and co-worker. (e.g. brick layer and helper; carpenter and helper)

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 7

Goal: To assist students in understanding how self-awareness leads to better relations with other people.

Suggested Learner Outcomes: (Objectives)

1. By the end of the seventh grade each student will be able to acquire new skills to improve interpersonal communications.
2. By the end of the seventh grade each student will be able to gain new insights into skills for developing self-awareness in relation to others.
3. By the end of the seventh grade each student will be able to gain new skills for observing and understanding human interaction.

Suggested Activities:

1. Conduct a human relations experiment: Greet and smile at people you dislike. If you talk with them, show genuine interest. Discuss the results in class.
2. Conduct a classroom experiment. Divide the class into blue-eyed people and brown-eyed people. One day make the blue-eyed people the privileged youngsters. Allow them to sit in the front of the room, while the brown-eyed group sits in the back. Blue-eyed ones could go back for seconds at lunch; brown-eyed ones could not. Blue-eyed ones get extra time at recess; brown-eyed ones have their recess cut short. Brown-eyed ones get all the chores; blue-eyed ones get all the privileges. On another day, reverse the situation. Make the brown-eyed ones the privileged youngsters; blue-eyed ones the downtrodden ones. The purpose: a mild taste of prejudice in action, and a conclusion that physical traits have little to do with character and personality.

3. "Melt the Ice." Encourage students to select individuals of a different ethnic group and cultivate their friendship. Invite them to spend a weekend at their home. Make every attempt to make the guest feel at home and accepted.

4. Become a People-Watcher. Choose a person or persons you can observe freely and without embarrassment. Speculate about their inner qualities, such as cheerfulness, courage, etc. Tie all your speculations in with details you observe and record: How tall is (s)he? The kind and condition of the clothes (s)he is wearing. Is there anything out of the ordinary about his/her features? Does (s)he have special mannerisms?

Suggestions For Evaluation:

1. Observe the student to note his/her contributions to group situations. Evaluate on the basis of participation and contributions when working in small groups.

2. Invite different ethnic people to class. Observe students' reactions to them.

3. Ask students to identify ten ways people display prejudices.

4. Invite parents to evaluate their child's interaction with "the house guest."

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 8

Goal: To help students relate human relations skills to careers in which they might be interested.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eighth grade each student will be able to recognize acceptable (by their standards) personal attitudes (e.g. loyalty, honesty, etc.) and to describe how these attitudes affect school relationships.
2. By the end of the eighth grade each student will be able to identify the following social attitudes: acceptance of people for what they are; respect for the rights of others; and consideration of others.
3. By the end of the eighth grade each student will become increasingly aware that human relations skills are indispensable to success in any selected career.

Suggested Activities:

1. Role-play situations displaying unacceptable behavior. (e.g. showing off, talking all the time, gossiping, etc.) Then role-play acceptable behavior in the same situations.
2. Make an acrostic of the word Friendship and beside each letter write words which describe qualities that each student likes in his/her friends. (e.g. F-Forgiving, Friendly)
3. Interview an employer or personnel manager to discuss on-the-job attitudes of both employer and employee. (e.g. receptionist in a physician's office)

4. Dramatize a work situation emphasizing unacceptable behavior (by students' standards).

Good Morning, Mr. Jones. The doctor will see you shortly

Suggestions For Evaluation:

1. Engage in a self-appraisal of changes in attitudes and concepts as they relate to other individuals. This is to be discussed in small group sessions or in student-teacher conferences.

2. Describe personal experiences and identify effective human relations skills as well as ineffective ones. Explain how the ineffective ones may be improved.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 9

Goal: To familiarize students with human relations skills and assist them in developing these skills in order to acquire, maintain and progress in a selected career.

Suggested Learner Outcomes: (Objectives)

1. By the end of the ninth grade each student will be able to recognize human relations skills and use them in personal, school and social life.
2. By the end of the ninth grade each student will be able to explain how human relations skills are needed in applying for a selected career.
3. By the end of the ninth grade each student will be able to explain how human relations skills are necessary to any selected career.

Suggested Activities:

1. Make a large poster or bulletin board display illustrating human relations that are needed to make a school operate smoothly. (e.g. happy students, hard workers, helpful teachers, pleasant cooks)
2. Ask each student to select the human relations skill in which (s)he feels weak, such as: lack of ability to work with classmates; lack of ease in speaking before people; lack of self-confidence; and develop a plan for self-improvement.
3. Invite a person for an interview whose career demands that (s)he must deal with the general public daily. (e.g. waitress, carry-out boy, sales clerk, gas station attendant) Discuss the phrase "The customer is always right" and what human relations skills these employees must develop and use daily.

4. Construct a life-sized girl and boy to be put on a wall in the classroom or hall. Surround these with the human relations attitudes that make them ideal students. (e.g. humor, friendliness, helpfulness) Stress how these same traits make ideal employees and employers.

5. Interview an employer concerning what (s)he feels makes a desirable employee. Discuss what attitudes in human relations are important to each.

6. Select a career of your choice; list what human relations skills are a necessity for that career.

7. Compare the human relations skills necessary for two widely diverse careers. (e.g. a used car salesperson and a forest fire ranger) This may be done in a graph if desired.

8. Use the format of the cartoon "Love Is" and substitute "Success Is" or "Happiness Is." (e.g. "Success is getting along with your co-worker.") Display these.

Suggestions For Evaluation:

1. Design a handbill for a candidate. Use five human relations skills to sell the candidate to the public.

2. Set up a mock employment office and interview prospective employees.

3. Invite each student to write his/her full name. With each letter connect a positive human relations skill or attitude. (e.g. John Doe: J-judges fairly, O-outgoing, H-honest, N-nifty smile.)

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 10

Goals:

1. To cause students to become better listeners.
2. To teach students that before they can know and respect others they must first know and respect themselves.

Suggested Learner Outcomes: (Objectives)

1. By the end of the tenth grade each student will be able to listen to others and respond to what they say.
2. By the end of the tenth grade each student will be able to recognize his/her strong human relations skills and to begin to improve his/her weak ones.
3. By the end of the tenth grade each student will be able to understand better why (s)he behaves and responds to other people in the ways (s)he does.
4. By the end of the tenth grade each student will develop a self-improvement plan which will enable him/her to strengthen his/her human relations skills.

I'm O.K. You're O.K.
I'm O.K. you're O.K.

Suggested Activities:

1. Conduct a listening exercise where five people leave the classroom and have them return to the classroom one at a time. A reader describes the events of an accident to the first person returning to the room. In responding to the reader, the listener must, from memory, relate the same events to the second person, etc. The purpose of the exercise is to see how well each participant listens to the reader.

2. Keep a detailed log of personal contacts with people for a one-day period. At the end of the day have each student re-examine his/her personal contacts and analyze the human relations skills that were displayed. In informal groups or "shoot the bull" sessions share these experiences with peer group members. Always be alert to suggestions for improving the human relations skills.

3. Read the book, "I'm Okay, You're Okay" and have students to identify the "good" traits, behavior, attitude, values, etc., of people rather than to concentrate on the "bad" ones. Have students to make an effort to know someone for three months before forming any opinions of them. Share these opinions in small group sessions and have students explain why they feel this way.

4. Compile a list of competencies which every student must successfully accomplish in order to obtain full class credit. Among these competencies are:

   - attending and participating in a tea;
   - consoling one who has lost a loved one;
   - attending a wedding;
   - hosting a dinner party;
   - getting along with co-workers;
   - coping with an irate person;
   - accepting criticism.

Suggestions For Evaluation:

1. Divide students into groups of three: a sender, a receiver and an observer. Have the sender to relate an opinion on a given topic to the receiver and have the observer respond to the conversation. Then have the three members rotate. Record the listening skills of all participants.

2. Ask students to select a person they have observed and communicated with for at least a three-month period. Have them explain their feelings toward this person. Evaluate the students on the justification of their explanations.

3. Pass out a list of competencies and have each student to select one and demonstrate his/her ability to accomplish this competency.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 11

Goal: To help students develop human relations skills for a selected career.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eleventh grade each student will attempt to be more tolerant toward another person's point of view.

2. By the end of the eleventh grade each student will be familiar with courteous behavior and the art of making people comfortable and relaxed.

3. By the end of the eleventh grade each student will be able to recognize the basic human needs and thereby gain an insight into his/her own behavior and that of others. (e.g. Need for security, to belong, to be praised, and to achieve, etc.)

Suggested Activities:

1. Write and present a skit illustrating why more people lose jobs or fail to be promoted.

2. Make an acquaintance with a person different from those with whom you normally associate. Be concerned with his/her attitudes, interests and background. In writing, describe the person; determine why you chose this person; and how you made the acquaintance. Name the characteristics you admire about this person. Determine if you would like a lasting friendship with this person.

12
9
3
6
Employees: Report to Work at 8:00 a.m. Sharp!!!

I Like so many things about him!

3. Invite a local business person and/or a former student to discuss the importance of personality development and what business is looking for in people.

4. Discuss the importance of practicing good health habits in the world of work.

5. List all the negative statements you hear during a certain period of time. Discuss positive substitutes.

6. Conduct a survey of the following: employers, employees, parents, brothers, sisters, college students and dropouts. Have them rank their feelings toward work habits. (e.g. tardiness, absenteeism, loafing on the job, misuse of coffee breaks, using work time for personal matters, borrowing money, equipment and supplies, etc.) Compare and discuss your findings.

7. Select a person with whom you always seem to disagree. Attempt to improve the relationship.

Suggestions For Evaluation:

1. Keep a notebook on personal development. Title each page with a habit that you wish to develop or improve. (e.g. mannerism, tact, patience and humor, etc.) List a self-appraisal for follow-up.

2. Dramatize various conversations illustrating a lack of tact. (e.g. telephone conversations, cancellation of reservations, committee meetings, parent and child conversations, etc.)

3. Compose a short composition summarizing what you have learned.

4. Write a brief statement explaining what is meant by: tact, judgment, resourcefulness and initiativeness. Give an example of the use of each trait.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 12

Goals:

1. To make students aware of the need to know, to understand and to practice the relations skills of people on the job in social activities.
2. To assist students to adopt these human relations skills to their career choices.

Suggested Learner Outcomes: (Objectives)

1. By the end of the twelfth grade each student will be able to name the most commonly needed human relations traits.
2. By the end of the twelfth grade each student will be able to practice some of the more desirable human relations traits.
3. By the end of the twelfth grade each student will be able to identify those human relations traits in people who are apparently successful, and the lack of them in people who are apparent failures.

4. By the end of the twelfth grade each student will be able to analyze his/her own human relations traits.

5. By the end of the twelfth grade each student will be able to name the human relations traits which are most needed in his/her chosen career.

Suggested Activities:

1. Role-play situations which exaggerate certain human relations skills or lack of them. Have half of the class list the admirable traits while the other half lists those which make the person(s) appear obnoxious. (e.g. Constant complainer)

2. Develop a list of people admired by members of the class. List the traits which are admirable. Do the same for disliked people.

3. Role-play situations in which students meet people, make appropriate introductions, converse. (e.g. Job interviews: receptionist, applicant, employer; sports event: baseball, football, tennis; business luncheon, office party)

4. Develop a list of problems which arise between employer and employee. Have class identify the problem and suggest solutions. (e.g. habitual tardiness, frequent quarreling with other employees)

5. Develop a check list of human relations skills which are desirable in job and social relationships.

6. Create a bulletin board illustrating these traits.

7. Interview an employer in class. Discuss with him/her the human relations traits (s)he looks for in prospective employees.

8. Conduct a poll to find the person in school who is most admired. Analyze reasons for this popularity.

9. Encourage each student to list human relations traits needed in his/her career choice and compare with a personal list.

Suggestions For Evaluation:

1. Measure individual progress according to students' personal lists.

2. Create typical situations and evaluate students' skill in dealing with them. (e.g. Set-up an employer-employee adversary meeting; introduce an overbearing student to a timid one.) Check results.

3. Check other teachers to see if there is a "carry over" in other classes.

4. Write personal response to:

    - "The most important thing I learned was . . ."
    - "The biggest surprise was . . ."
    - "If I had to do this work again, I should like to . . ."

5. Evaluate bulletin board and personal check lists.

POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 1

Goal: To make students aware that work is a social and economic necessity.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will become aware of the importance of responsibility.

2. By the end of the first grade each student will develop an understanding of the different reasons why people work in the home, at school and on the job.
3. By the end of the first grade each student will be able to name three reasons that work is a necessity.

Suggested Activities:

1. Guide students in selecting a chore to be done in the home. The chore will be assigned by the parent and approved by the student and the teacher. Correspondence between parent and teacher concerning the assignment is essential.
2. Allow each child, through role-playing of one of his/her parents, to explain how the parent earns money and why (s)he chose a particular career. Emphasis will be placed on the interdependence of all careers.
3. Interview select parents. Encourage questions pertaining to why (s)he chose a particular career and how necessary the career is for the family's welfare.

Suggestions For Evaluation:

1. Allow the class to discuss reasons why they want to work when they become adults. Encourage such responses as:

   "It would be fun;"

   "I could do it well;"

   or "You can make lots of money."

2. Observe closely the students' reactions to the home duty assignments and encourage the parents to use praise as a reward for a job well done.

3. Entitle a bulletin board, "When I Grow Up," and have each child draw pictures and/or write stories telling what (s)he would like to be one day.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 2

Goals:

1. To assist students in developing the attitude that there is dignity and worth in all types of work.
2. To help students understand the importance of school and home workers.

Suggested Learner Outcomes: (Objectives)

1. By the end of the second grade each student will be able to explain why there is dignity and worth in selected types of work; that any job worth doing is worth doing well.
2. By the end of the second grade each student will be able to identify three necessary tasks performed by school and home workers and explain how one must be efficient in each job.
3. By the end of the second grade each student will be able to write a short story about work done in the home or school and explain why there is dignity in that particular work.

Suggested Activities:

1. Contact the parents; have them assign particular tasks to the students to do at home; the student will give an oral report at the end of the week explaining why his/her work was important in relation to other family members.
2. Provide the students with a variety of art materials; construct a bulletin board depicting types of work done in the school and the home.

3. Arrange interviews with school workers and family members. Try to have several of them come in as a group; conduct informal discussions with the students about the work done by these resource people. Ask leading questions about personal feelings or opinions about the work each one does.

4. Make arrangements with the principal and custodian for the students to help with custodial work. Each student will tell what happens if a person does a poor or inefficient job.

5. Conduct a pre-arranged tour through the lunchroom; encourage the students to ask the cooks about the type of work they do and its importance to the school.

6. Provide a variety of dress-up clothes; have the students dress up as different types of workers. They may role-play one worker all day, or they may change to different ones as the day progresses.

7. Use flannel board cutouts and ask the students to write a short story about figures which represent workers in the school and/or home. Use the cutouts to illustrate each story as it is read by the student.

Suggestions For Evaluation:

1. Participate in a rap session about the tasks students were assigned to do at home. Stress the importance of doing an effective job and the feeling experienced for a job well done.

2. Write a list of necessary tasks performed by school and home workers; as an art project the students will make posters or a mural illustrating the tasks that are listed.

3. Divide the class into two groups; one group will present a discussion of the work done by the maintenance crew at school; the other group will present a discussion of the work done by the cooks and its related importance.

4. Invite the parents and principal to participate in an informal discussion with the students concerning what has been learned about dignity and worth in all types of work studied.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 3

Goal: To aid students in realizing the contribution of community workers to themselves and others.

Suggested Learner Outcomes: (Objectives)

1. By the end of the third grade students will be able to name three community workers and list the contributions of each.
2. By the end of the third grade each student will be able to name some advantages and disadvantages of the career being performed by his/her selected community worker.
3. By the end of the third grade students will be able to name three ways in which careers of selected community workers are interdependent upon careers of other community workers.

Suggested Activities:

1. Arrange for a field trip to a bakery, dairy, garage, hospital, etc., to interview the manager and to observe community helpers performing their duties.
2. Participate in role-playing activities and perform the duties of selected community helpers. Roles will be interchanged according to interest.
3. Set up "mock first aid stations" in the classroom. Divide the class into groups of four. Students will take turns performing the duties of doctor, nurse, secretary and patient, and illustrating how to treat a patient with a broken arm, damaged artery or vein, shock, etc.
4. Draw or paint murals and/or charts illustrating community workers depicting their contributions to the community.
5. Construct a model community illustrating various workers performing their careers cooperatively.

6. Invite parents or other classrooms to view skits written by the students about a fire or some other emergency which illustrates their reactions to the situation.

7. Make a list of emergency telephone numbers to take home (e.g. police department, fire department, ambulance services, etc.).

8. Write letters to people interviewed, expressing students' appreciation for the interest given them during the field trips and for the services which each worker renders toward the community.

Suggestions For Evaluation:

1. Divide the class into equal groups, asking each group to list as many community workers as possible and the services which each contributes to the community. The goal is to see which group can name the most careers and services (e.g. *Fireman*—puts out fires; helps victims in emergencies. *Mechanic*—works on cars, trucks, etc. *Policeman*—stops speeders; helps in emergencies, etc.).

2. Involve the students in role-playing the advantages and disadvantages of a career as a community helper.

3. Suggest students choose three careers which (s)he feels is the most important in the community and illustrate their selection by making charts or murals which depict careers in the community and illustrate their relationship to each other. (e.g. teachers teach students to become doctors, lawyers, etc.)

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 4

Johns
School
I've been working on the railroad!

Goals:

1. To help students understand that all work has dignity.
2. To help students become aware of the wage earner's career and how it affects the lifestyle of the home.

Suggested Learner Outcomes:
(Objectives)

1. By the end of the fourth grade each student will be able to explain how various careers are unique and worthwhile.
2. By the end of the fourth grade each student will be able to relate the relevance of careers and the lifestyle of the home.
3. By the end of the fourth grade each student will become aware of the effect which a positive attitude has upon a successful work experience.
4. By the end of the fourth grade each student will become aware of the dignity in performing work skills efficiently.

Suggested Activities:

1. Conduct role-playing exercises, in which each child selects a career in which (s)he is interested. Small groups could be formed to conduct group skits or children could perform individually.
2. Conduct a long-range social studies project through which children explore family life and work beginning with the Agrarian Society in early U.S. History and continuing to the present home and family. As a culminating activity, the children could write and produce a play involving song, dance and oral recitation.
3. Use role-playing techniques employing both positive and negative attitudes in various career settings. Allow for class reaction and discussion.

4. Conduct interviews with parents, placing particular stress on why parents chose their careers and the importance of attitude and successful performance in their careers.
5. Explore various work songs in U.S. History, (e.g. "I've Been Working on the Railroad," "Cotton Fields," "Singing in the Kitchen") and discuss the implications of song and work attitudes.
6. Explore various work songs and present a musical drama for the school and public. The production could be entitled, "Our World of Work," "Our Working Nation," etc. The success of this activity would depend upon available music personnel and resources.
7. As part of the social studies unit, students will select a card similar to this:

Father's Name: Bill Black
Mother's Name: Joann White Black
Father's Occupation: Coal Miner
Mother's Occupation: Housewife
Number of Children: 4 (ages 3-9)
Annual Income: $10,000 (after deductions)
Conditions: Family lives in a rented three bedroom apartment; rural area; planning to build soon.

After choosing a card, the students will plan a one-month budget; decide the monthly income; and offer social and economic factors caused by the budget.

8. Use the section on "Income" as a lead-in to a math study.

Suggestions For Evaluation:

1. Chart attitude changes students have undergone during this study.

2. Use parent-teacher observation and student questionnaires to measure attitude changes in students.

3. The students will give oral reports on careers they have studied which depicted comfortable lifestyles as compared to those of less comfort.

4. The students will evaluate the group activities of their peers through participation, performance and cooperation.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 5

Goal: To assist students in developing positive attitudes toward all types of work through analysis of the advantages and disadvantages of working roles.

Suggested Learner Outcomes: (Objectives)

1. By the end of the fifth grade each student will be more aware of the importance and significance of at least three careers in society.
2. By the end of the fifth grade each student will be aware of the effect careers have on personal and family lifestyles.

Suggested Activities:

1. Assign students to interview people in at least three different careers. (e.g. beautician, banker, merchant, etc.)
2. Conduct group discussions on the interdependency of all careers. (e.g. The dependency of grocery stores on community careers or the dependency of mining on equipment production and vice versa, etc.)
3. Suggest that the class do basic research to determine the extent of preparation and salaries earned in various careers.
4. Instruct the students to perform a brief analysis of three selected careers and list the advantages and disadvantages of each.
5. Allow the students to select a career of their interest and list the reasons why they selected that particular career.
6. Instill in the students that success in a career is not determined by fame or money, but from finding a vocation which satisfies one's values. (e.g. A farmer's main interest is raising crops and animals instead of making a million dollars.)

7. Invite one or two resource persons to tell the students how they happened to select their career and talk to them about having positive attitudes toward all types of work regardless of the salary and requirements for the career.

8. Utilize K.E.T.'s series "Bread and Butterflies" in their presentation of "The Way We Live." In this program students explore different lifestyles to see how they correspond to different kinds of careers.

Suggestions For Evaluation:

1. Direct the students to list three careers and explain their importance and significance.

2. Instruct the students to write one full page on the impact of their parents' careers on their lifestyles.

3. Conduct a panel discussion on the advantages and disadvantages of selected careers.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 6

Goal: To help students understand why one career is dependent upon another.

Suggested Learner Outcomes: (Objectives)

1. By the end of the sixth grade each student will be able to identify why positive attitudes are important to one's career.
2. By the end of the sixth grade each student will be able to discuss the dependency of various careers upon other factors.
3. By the end of the sixth grade each student will be able to state reasons why people enter different careers.

Suggested Activities:

1. View the two filmstrips, "What Else Do Fathers Do?" and "What Else Do Mothers Do?" Follow up with a discussion on the various careers of the parents.
2. Bring to class pictures, pamphlets and newspaper articles illustrating careers today that did not exist twenty years ago. Compile in notebook form which will be shared with other members of the class.
3. Visit a factory to observe how different types of work are interdependent upon one another. Students will talk with workers asking how they feel about their particular jobs.
4. Role-play various community workers such as: policeperson, fireperson, etc., and explain how their work is important to the community.

5. Research and record in a notebook, various reasons why people work or select a particular career. (e.g. monetary gain, joy, location of work, etc.)

Suggestions For Evaluation:

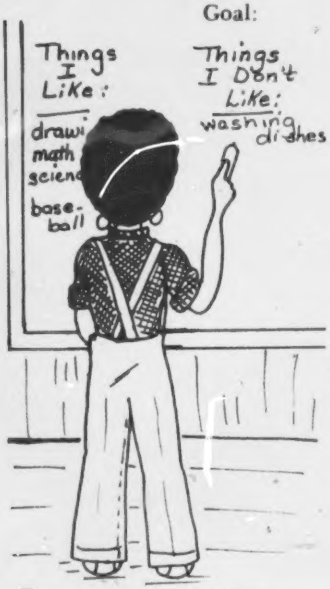
1. Write a composition illustrating student attitudes toward work. The composition should illustrate the students' understanding that all types of work are necessary in a successful or prosperous society.

2. Research and compile a list of ten careers in the local community and explain why each of these careers are important to the growth and development of the community. (e.g. policeperson — to enforce the law; fireperson — to protect houses and property; etc.)

3. Working in groups of four, role-play a situation where a family is involved in making a decision dealing with the location and type of work the father or mother will do. (e.g. A father has been offered a better job; however, in order to take it the mother would have to quit her job and the children would have to change schools. Evaluate on creative ability to convey meaningful ideas about positive attitudes toward work.)

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 7



Goal: To help students increase their appreciation of all forms of human endeavor and work.

Suggested Learner Outcomes: (Objectives)

1. By the end of the seventh grade each student will be able to demonstrate appreciation of all kinds of human endeavor and work.
2. By the end of the seventh grade each student will be able to realize that society must have all kinds of work to exist or function.
3. By the end of the seventh grade each student will be able to choose a specific career cluster which interests him/her and be knowledgeable of the skills and personal characteristics involved.
4. By the end of the seventh grade each student will be able to know reasons why people enter certain careers.

Rern's Bread
Daddy, why do you drive a bread truck?

Suggested Activities:

1. Do an interest inventory. What do I like to do? What don't I like to do? Research a tentative career choice as to skills needed and personal qualifications required. Discuss the results of the inventory and its relationship to the career choice.

2. Arrange with various agencies and businesses to provide hands-on activities for students. Include the different levels of careers. Have a sharing period in which students will relate their experiences in a particular situation.

3. Compile a list of goods and services that are considered by the students as necessities, and the people needed to produce them. Relate this information to the concept that society needs all kinds of work to function.

4. Invite a school janitor, a cook, a bus driver, a principal, a teacher and a guidance counselor to the class to discuss why they work in their particular careers. Involve the students in discussing with their parents why they work in their chosen careers.

5. Present a panel of "experts" to relate reasons for their career choices. Have them dress in the attire that befits their career, and bring various items with them that they use on the job.

Suggestions For Evaluation:

1. Schedule a "Swap out Day" in which the students relieve all school personnel for one-half day, assuming that employee's job responsibilities. Evaluate on the basis of how well the student enters into the role of the employee.

2. Observe students as they interview resource persons.

3. Note students' participation in the panel discussion.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 8

Goal: To assist each student in developing positive attitudes toward all types of work, and in understanding the impact of work in one's life and the resulting need to make a meaningful career choice.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eighth grade each student will be aware that all work has dignity and honor, and that there is personal satisfaction in doing a job well.

2. By the end of the eighth grade each student will broaden his/her understanding of work as being a means of economic security.

3. By the end of the eighth grade each student will be more aware of work as a vehicle toward expression of individuality and creativity and a contribution to his/her total personality.

Suggested Activities:

1. Interview persons with unique, interesting and personally rewarding careers and determine what aspects of their careers would be enjoyable, desirable, undesirable, etc.

2. Prepare a slide presentation of selected work responsibilities. Identify how the undesirable responsibilities could become more desirable.

3. Play the word-association game. List on the board words such as: work, money, job, etc. Each student will give an immediate reaction to each word. Record the reactions. Discuss the reactions to the various words.

4. Identify and make a career listing of undesirable, demeaning and unimportant careers according to personal views. Using the list, discuss the importance of these careers; the contributions of and the necessity of each to society.

Suggestions For Evaluation:

1. Present a one-minute oral presentation on "Why there is dignity and worth in any job."

2. Write a composition relating to attitudes concerning work.

3. Prepare a folder of a person who chose a career motivated by the satisfaction of values, rather than for fame or money. Include in the folder, articles, pictures and stories.

4. Discuss in a student-teacher conference, the list of careers that the student felt "undesirable." Check to see if the student's attitude has changed. If so, why?

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 9

Goals:

1. To make students aware of the importance and benefits derived from positive attitudes toward all types of work.

2. To stress that an individual's positive attitude toward a career greatly influences his/her success in that career.

Suggested Learner Outcomes: (Objectives)

1. By the end of the ninth grade each student will be able to think positively about a career and become aware of the economic outlook, education or training necessary, and the essential human relations skills that are part of that selected career.

2. By the end of the ninth grade each student will be able to state in a positive manner, what his/her chances are for attaining the selected career or alternate careers.

Suggested Activities:

1. Find a student who holds a part-time job. Have that student discuss the advantages, financially and personally, that (s)he derives from that job. Suggest that (s)he state the advantages that his/her work gives to him/her personally.

2. Using the daily paper make a weekly list of career openings. Use this as a positive statement that there is employment available.

3. Make a list of "uncertain" statements about the availability of a career for you. (e.g. "Maybe I can," "I'm not sure," "I'll have to think about it.") Counteract each of these with a positive idea concerning a career. (e.g. "I'm sure I can.")

4. Let each student list five careers that (s)he qualifies for. (e.g. A ninth grade student who is sixteen years old can work at McDonald's.)

5. Have each student list five positive attitudes (s)he now has concerning his/her selected career. (e.g. Teacher—"I like children." "I plan to attend college.")

6. Invite an employer to the class. Ask that employer to discuss the importance of a positive attitude of an employee.

7. Ask each student to select a career. Draw a large wheel. The hub will be the career and the spokes will be the contribution of that career to society. Society, of course, will be the outer rim of the wheel.

Suggestions For Evaluation:

1. Invite each student to select one of the careers associated with school. (e.g. Select a cook, teacher, teacher-aide, principal.) and write a short paragraph on the positive effect each one has on the school as a whole. Have the class select the best to be put in the school paper.

2. Draw up a standard "Doubting Thomas" cartoon figure. Have each student show him in "My Pet Peeve." (e.g. "I get scared, you do it.")

3. Make up a cheer for the cheerleaders to use at a ballgame. It must contain positive words (e.g. can, will, win) and use it at the next ballgame.

4. Name one task that you have volunteered to do.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 10

Goals:

1. To teach students that *all* work is honorable.
2. To familiarize students with the fact that *all* careers have both desirable and undesirable work responsibilities.

Suggested Learner Outcomes: (Objectives)

1. By the end of the tenth grade each student will be able to identify the need for at least five careers in each of the fifteen career clusters identified by the U.S.O.E.
2. By the end of the tenth grade each student will be able to recognize that every person is good at doing something and that all work, regardless of its nature, is honorable.

What jobs can you think of that are related to cabbage?
a grocery-store owner
Arestaurant Owner or Worker

3. By the end of the tenth grade each student will be able to analyze *all* of the work responsibilities of at least five careers and determine the desirable and undesirable responsibilities.
4. By the end of the tenth grade each student will be able to develop a more positive attitude toward the undesirable work responsibilities of his/her chosen career.

Suggested Activities:

1. Conduct small group discussions and record individual thoughts on the following topic: "Everyone wants to achieve to keep his/her sense of personal worth, to have the self-respect and satisfaction which comes from self-esteem." Follow-up the discussion with defining honor in work.

2. Divide the class into groups of at least six students. After students form a circle, place different items (e.g. cabbage heads, shoes, pencils, etc.) on the floor in the middle of the circle. Beginning with any student and moving clockwise, give each student an opportunity to identify a career which has made some contribution in making the finished product. (e.g. cabbage heads: farmers, horticulturists, scientists, etc.) In addition, each student will explain the importance of every career cited.

3. Pair off and have students to accompany their parents to their respective jobs. During a shadowing experience, ask students to record all the desirable work responsibilities as well as the undesirable ones which their parents experience. As a follow-up activity, invite the parents to the classroom and have students relate the undesirable responsibilities to them. In return, the parents will explain to the students how they make these "undesirable" responsibilities more desirable.

4. Interview a resource person and sort the desirable work responsibilities from the undesirable ones. After researching and experiencing career responsibilities, have teams of students to demonstrate how they have made the undesirable work responsibilities more desirable.

Suggestions For Evaluation:

1. Enlist the cooperation of teachers, parents and community persons to read and evaluate the students' comments on the assigned topic of discussion.

2. Record the number of careers the students identify with and relate to the different items placed in the center of the circle. Listen to the students while they justify the importance of each career.

3. Ask parents to observe their childrens' efforts in the parent-child work-related activity and communicate these observations to the classroom teachers.

4. Invite five different resource persons to the classroom and ask students to identify the desirable and undesirable work responsibilities of each career. After the identification, have students to explain how they could make the undesirable work responsibilities more desirable.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 11

Goals:

1. To help students understand the need for choosing a career based on individual attitudes, values and education.
2. To help students become aware that work is a social and economic necessity.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eleventh grade each student will begin to recognize and demonstrate in his/her own behavior, the attitudes (s)he wants to find in others.
2. By the end of the eleventh grade each student will be convinced that each career and its contributions are important.
3. By the end of the eleventh grade each student will better understand how (s)he fits into the total picture of the world of work.

Suggested Activities:

1. Explore different resources to find definitions of work. Interview "The Person on the Street" concerning his/her definition of work; what it means to work; why people work; and the satisfactions (s)he receives from work. Compile, compare and discuss findings.
2. Debate "A job is something that you endure in order to get money or it should be an experience you look forward to each day."

3. Make crazy quilts; one with patches representing characteristics that portray a good employer; one with patches representing characteristics that portray a good employee.

4. Make a poster: "Fill the Employee Suggestion Box with Positive Attitudes."

5. Illustrate through several mediums, "What the World Would Be Like if My Career Did Not Exist." (e.g. take all the secretaries out of the world; all the telephone operators; all food processors; etc.)

Suggestions For Evaluation:

1. Test on basic understandings.

2. Compose and illustrate a handout or a pamphlet entitled "The Heart of Work is Your Attitude." (e.g. cooperation, courtesy, friendliness, willingness)

3. Write a paragraph on "Why You Would Hire Yourself."

4. Make a bulletin board entitled, "I Want to Feel This Way About My Work." (e.g. I am doing something worthwhile; I make a decent living; I have a safe future; I enjoy life; my ideas count; my employer has confidence in me; I have adequate physical facilities in which to work; there is possibility of growth in my job; I receive credit for good work.)

5. Write your thoughts about one or more of the following:

   What Do I Want from Life?
   What are the Basic Needs of Man?
   What are the Qualities that Make a Person Successful?
   What Does it Mean to Work?
   Why Work?

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 12

Goals:

1. To make students aware of the relationship between their personal attitudes and their success or failure in the world of work.
2. To assist students in analyzing their personal attitudes toward work and to evaluate them in the light of strengthening or changing them as the analysis reveals.

Job Com-pleted!

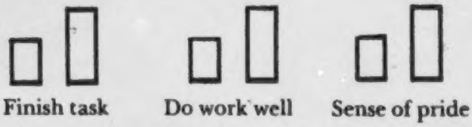
Suggested Learner Outcomes:
(Objectives)

1. By the end of the twelfth grade each student will be able to chart the continued growth or change in his/her attitude toward work.
2. By the end of the twelfth grade each student will be able to develop a chart showing the correlation between attitudes and a successful work experience.
3. By the end of the twelfth grade each student will be able to evaluate his/her chances of success in the world of work.
4. By the end of the twelfth grade each student will have made one career choice and analyzed that career to discover what attitudes are needed for success.

Suggested Activities:

1. Brain storm the attitudes the students have toward work during the first session of the unit. Write student ideas on blackboard as they are expressed. Have each student make a personal list of his/her own attitudes during the first session.

2. Repeat brainstorming session at the end of the unit. Have each student write his/her personal attitudes. Compare this list with the first list. Use bar graphs to indicate degree of change in attitudes. Use two colors. (e.g. blue first, red last.)



3. Play the old game "Fruit Basket." Arrange chairs in large circle. Name each student an attitude such as Personal Satisfaction, Completion, etc. Leader makes up a story; (s)he walks inside the circle while listing attitudes (s)he will take to a new job. "Job Completed" or a similar call can end the "tour" as students scramble for chairs.

4. Pair off the group either by student choice or teacher assignment. Role-play employer and prospective employee. Employer stresses attitudes (s)he desires in a new employee. Employer can state problems presently in his/her group and ask for corrective suggestions. Change partners and reverse the roles.

5. Interview a local business person who employs several people. Question him/her particularly about the place of attitude in work.

6. Find three local people who have become successful in a larger community. Contact these people to learn their attitudes toward work. Compare the answers with the list students have developed to see if more should be added or some eliminated.

7. Determine a career choice. Check with a person in that position to learn needed attitudes. (e.g. Visit a stenographer, a florist, a mechanic, a lawyer) Use school and public libraries for information on this career. List attitudes for success in this job.

Suggestions For Evaluation:

1. Check the personal graphs, beginning and final, done by each student. Work out a percent of growth check list. Each student will determine his/her rate of growth.

2. Apply the student developed list of attitudes to classwork. This is subjective, but can be valuable. The teacher will write a personal note to each class member noting improvement observed and suggesting areas to improve.

3. Write an advertisement for newspaper or radio listing a job opening and the attitudes needed by applicants for the job. Student select the "Top Ten."

4. Write a personal self-evaluation on personal improvement in attitudes toward work.

5. Assess student participation and practice of positive attitudes in class activities.

POSITIVE SELF-CONCEPTS

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 1

Goal:

To assist students in identifying self-characteristics and attributes.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will be able to identify five classroom activities which (s)he feels (s)he does well.
2. By the end of the first grade after participating in varied activities, students will see themselves as special people.

1. Give each student a chance to share special hobbies and experiences by making "Sharing Time" part of the daily opening exercises.

Suggested Activities:

2. Allow the class to dictate a short story identifying characteristics they like about each student in the class. Display these stories, along with a photograph or a self portrait of each student.
3. Give each student a name tag which contains his/her thumb print. (Explain that this is his/hers alone and there is no other exactly like it.)
4. Have each student make a puppet of himself/herself and use it to act out, "This Is How I Feel" or "This Is What I Think" situations.
5. Plan an art show and let each student enter a personal creation. Invite others to view the show, but give no awards or make no comparisons.
6. Send a "happy gram," like a telegram, when you notice something a student does especially well.

Suggestions For Evaluation:

1. At the beginning and end of the activities, have a class discussion on "Tasks I Can Do Well."
2. Save copies of each student's classwork and allow him/her to compare it with work done at a later time.
3. Plan an informal talent show with each student displaying a certain skill. Prior to the show, discuss with the child the thing that (s)he feels (s)he does best and make suggestions where needed.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 2

Goals:

1. To assist students in developing positive self-concepts and to recognize the uniqueness of self.
2. To assist students in becoming more sensitive and/or more aware of the special characteristics and needs of others.

Suggested Learner Outcomes: (Objectives)

1. By the end of the second grade each student will be able to relate some examples of individual differences which are observable in people. (e.g. Some people are more athletic than others; some people are more artistic than others.)
2. By the end of the second grade each student will be able to identify how (s)he is different from his/her classmates; what traits make him/her a unique individual.
3. By the end of the second grade each student will be able to identify his/her individual interests. (e.g. prefers outdoor activities to indoor ones; prefers working alone to working in a group, etc.)

Suggested Activities:

1. Bring a cassette tape recorder to class to be used to identify voice characteristics and encourage students to listen to themselves and others.
2. Using stamp pads or finger paint, have each student make hand or fingerprints; trace footprints on butcher paper. Compare differences in the prints and explain that each print is unique to the person who made it; no one else can make one like it.
3. Provide a variety of dress-up clothes and a full-length mirror for the students. Allowing students to select clothes and dress-up will help them to develop awareness of self. Encourage students to enact family experiences and help them understand various roles of other family members.

4. Play the game "Who Am I?" Divide the class into two teams. Each team selects a person known to the whole group and makes a list of identifying characteristics (with the aid of the teacher). Working together, make general questions; each team uses the questions to guess the person chosen by the opposing team. The team with the most correct answers is the winner.

5. Bring a camera to class and as unobtrusively as possible, take pictures of each student at some activity during the day. Set aside a cubicle for privacy with two chairs and a small table. While alone ask him/her to "tell me about this." As the student talks, ask him/her things about himself/herself and write it down in story form using his/her own words. Let each student read his/her own special story aloud to the class.

6. Instruct the class to choose a partner and record a list of characteristics each observed in the other. Have each student read his/her list aloud and discuss them in class.

7. Involve the students in keeping a daily journal and recording observations, feelings, highlights and happenings that are important to him/her. Use the journal to help the students understand some of the emotional and physical aspects of his/her nature, in small discussion groups.

Suggestions For Evaluation:

1. Divide the class into two groups; have one group discuss differences observed in other classmates; the other group will discuss some ways which people can be alike. (e.g. differences: personality, talent, etc.; likenesses: height, weight, color of eyes, etc.)

2. Using art paper, crayons and paint, have each student draw or express things which are of special interest to him/her. Let each student tell the class about the pictures and why (s)he is interested in the things in the pictures.

3. Participate in a round-robin discussion; have the students discuss some of the things they have learned about themselves and others.

4. Have each student write a short story about himself/herself using the list of attached concepts.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 3

Goal: To aid students in differentiating themselves from others.

Suggested Learner Outcomes: (Objectives)

1. By the end of the third grade each student will be able to list five ways in which (s)he may differ from another classmate.
2. By the end of the third grade each student will be able to list five things which (s)he likes about himself/herself.
3. By the end of the third grade each student will be able to name three things about himself/herself which needs improvement.

Suggested Activities:

1. Encourage students to draw a mural depicting how they feel about themselves in certain roles. (e.g. reading, participating in class discussions, playing games, taking turns, listening, following rules, etc.) Emphasize both good and bad points.
2. Write autobiographies of themselves emphasizing their strengths and weaknesses at school and in everyday life. (e.g. school subjects, friends, sports, hobbies, etc.)
3. Suggest students do self portraits of how they would like to look and how they feel they look. Make word cards and play a game by matching the words to the picture which describes how they feel at different times (e.g. happy, sad, funny, bad, good, pretty, ugly, sleepy, dressed-up, etc.)

4. Provide students with a full length mirror to explore individual characteristics. (e.g. eyes, hair, skin, etc.)

5. Set up a barber/beauty shop complete with chairs, combs, brushes, plastic scissors, plastic capes, curlers, plastic bottles, nail files, etc. Students will take turns role-playing the barber/beautician and customer. This encourages a positive concept of good grooming.

6. Compile a log or diary of famous people which you would like to become; (e.g. president, baseball/basketball player, artist, etc.) then, report to the class about the one you admired the most.

7. Display a bulletin board or mural with captions illustrating the students performing tasks which they feel they do best.

Suggestions For Evaluation:

1. Encourage students to draw and paint pictures illustrating ways in which they are different from other classmates. (e.g.
    - *Athlete*—can/can't jump as high in a "High Jump Game";
    - *Arithmetic*—makes better/poorer grades;
    - *Voice*—can/can't sing as well as another student;
    - *Reading*—reads faster/slower;
    - *Physical* features—eyes, hair, skin, etc.;
    - *Artistic*—better/poorer in art than another student.)

2. Involve students in writing an imaginary story about all the things which they like about themselves. May use pictures to illustrate the story.

    - being tall/slim;

    - hair style, color of eyes;

    - making good grades;

    - having good manners;

    - winning most of the time when playing games.)

3. Divide the class into groups of four; encourage each group to present a skit on different interpersonal relationships, (e.g. sitting in a circle chatting: eating a family meal; an argument with voice characteristics, manners, etc.) and let the students listen to themselves and each other; then decide if they are satisfied with themselves or do they need improvement.

That horrible stuff kids listen to today!
It's hard for me to talk when the music is so loud!
This makes me want to dance!

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 4

Goals:	1.	To assist students in developing an understanding of self-concept and self-image.
	2.	To assist students in developing realistic expectations for themselves.
Suggested Learner Outcomes: (Objectives)	1.	By the end of the fourth grade each student will be able to participate freely in group interaction techniques. Try transactional analysis. Using Harris' book, *I'm O.K., You're O.K.*, and Dennis Marks' example for T.A. as applied to children, do the following:
		Work with children in a circle. The children make a contract to learn about the three active elements (P-A-C) in each person's makeup. (e.g. the parent: life as observed and taught during one's first five years; the adult: the reality-computer that makes decisions after processing information; and the child: spontaneous emotions and feelings, etc.) The conductor then helps the children identify which part is talking when a group member makes a statement. The youngsters can learn to identify words and actions in this way:

To the crash of rock music:

PARENT: That horrible stuff kinds listen to today.

ADULT: It's hard for me to think or talk when the music is so loud.

CHILD: That makes me want to dance.

The children repeat "I'm O.K.—You're O.K." at the beginning and end of each session. This phrase is to become their key to turn off emotions and turn on their mature adult responses.

2. By the end of the fourth grade each student will be able to use intra-individual introspection and inter-individual group discussion. A good stimulus for this is the use of incomplete sentences, such as the following:

Instructions: Complete each sentence in your own words. Write down the first thing you think of or feel.

I like______________________________________.

I am very___________________________________.

My mother___________________________________.

My father___________________________________.

At bedtime__________________________________.

Boys____.

Girls_______________________________________.

My greatest fear____________________________.

In school___________________________________.

My teachers_________________________________.

I hate______________________________________.

I wish______________________________________.

I am very___________________________________.

Most dreams_________________________________.

Children are the most trouble when__________.

The kind of animal I would like to be is____.

A person usually fails when ______________________________.

My family ____.

I get annoyed when ______________________________________.

When someone tells me what to do I _______________________.

If I can't get what I want I _______________________________.

I'd like most to be _______________________________________.

I daydream about ____.

When I came into the group I _______________________________.

Right now I feel ____.

3. By the end of the fourth grade students will be better able to accept themselves more realistically after participating in activities geared to developing a more positive self-image.

Suggested Activities:

1. During physical education class, try a group game involving partners. (The game is optional. It could be "Squirrel in the Tree," "Flying Dutchman," or friend as a partner.) Everyone must choose someone (s)he does not know very well. Before the game begins, each pair must spend two minutes to inform the other partner about his/her interests, hobbies, special qualities, etc. After the game is finished, the children will continue free play with their original partner. They are not to join with any other pair, but remain alone.
2. Take a "trust walk" with some peer whom the student does not know well. A "trust walk" involves blindfolding one person and having him/her depend solely upon the partner to lead him/her safely in a trust relationship. Switch roles.
3. Use a mirror to induce children to look at themselves. The children look in the mirror and describe what they see. Other leads include, "As you look at yourself in the mirror, tell me what you like best. What doesn't the mirror know about you?" Proceed to a discussion of a student's personality, ambitions, attributes, etc.

Suggestions For Evaluation:

1. Each student will list ten reasons why (s)he is unique and "only one."
2. Given a playground situation where three children are arguing profusely, the students will write a reaction paper showing how they would deal with the situation.
3. Each student will write a one-page story entitled, "I'm Proud To Be Me."

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 5

Goal: To assist students in judging the validity of their own self-identity.

Assignment: Write a theme about what makes you sad, angry, ha
2+5=
3+3=
2+4=

Suggested Learner Outcomes: (Objectives)

1. By the end of the fifth grade each student will be aware of personal skills and capabilities required for positive self-concepts.

2. By the end of the fifth grade each student will be able to choose a career (s)he prefers and note skills (s)he possesses to enable him/her to perform required tasks in that career.

Suggested Activities:

1. Direct each student to list his/her personal characteristics and to give a personal opinion of himself/herself.

2. Conduct group discussion of the impact of self-concept on lifestyle.

3. Invite a resource person into the classroom who is engaged in a personally rewarding career. Have the visitor tell how (s)he happened to select his/her career.

4. Assign the students to report on the career they like best and explain why. (e.g. custodian as compared to principal's career, etc.)

5. Divide class into groups and allow the students to compare their choice of careers and to determine whether or not each individual has made the proper choice.

6. Do a descriptive writing of self, portraying joy, fear, sadness, during a specific situation. (e.g. "About Me")

7. Write about a classmate and let the students guess which classmate the student had in mind.

8. Have class discussions on "mistakes and the need to learn from mistakes." Instill in students that everyone makes mistakes and that no one is perfect.

Suggestions For Evaluation:

1. Request students to compile a list of skills they have acquired which affect their self-concepts. Share these with entire class.

2. Assign and monitor student reports on a favorite career and ask him/her to explain why (s)he selected this career.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 6

Goal: To familiarize students with self-appraisal, self-understanding, interests, aptitudes, abilities and values.

Suggested Learner Outcomes: (Objectives)

1. By the end of the sixth grade each student will be able to discuss his/her capabilities which are related to his/her career direction.
2. By the end of the sixth grade each student should understand why a good self-concept will enable him/her to try new things; meet and get along with others; and develop a more secure and stable view of his/her future.
3. By the end of the sixth grade each student will be able to discuss his/her importance in the roles (s)he plays at school, at home, and in the community.

Suggested Activities:

1. Suggest the class take an aptitude test that will show their capabilities for different careers at this particular time. (Test: A Strong Tuder Interest Inventory)

2. Working in groups of six, research a career of their interest, chartering the careers showing skills and abilities necessary for these careers. Share charts with other members of class.

3. Invite a resource person to discuss with students why good self-concepts are valuable in meeting and getting along with others and being a success in their careers.

4. Suggest to the students, working in groups of four, to write a self-appraisal and an appraisal of another member of group to gain a better understanding of how they see themselves as compared to the way others see them.

5. Research and compile a list of sources where (s)he can obtain help with school or home problems, career choice, career requirements, lifestyle and getting along with other people. (e.g. guidance counselor, teachers, parents and employers, etc.)

6. Present skits on different interpersonal relationships: working with friends on a project; disagreements with friends; and chatting with friends in a pleasant manner.

Suggestions For Evaluation:

1. Name a selected career and discuss with the class the skills and capabilities required for this career. Explain how they would measure up for this career. (e.g. a construction worker should be in good physical condition; have the ability to read blueprints; and work on his/her own, making decisions for himself/herself.)

2. Define the terms aptitude, interest, values, abilities, self-appraisal, and self-understanding.

3. Summarize why positive self-concepts are necessary for success in a career, home life and community affairs.

4. Report to the class on a person the students know, who selected a career motivated by satisfaction of values rather than for fame or a larger income.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 7

Goals:

1. To provide students with practical experiences in the promotion of and the importance of a positive self-concept.
2. To assist students in identifying their special abilities and limitations.

Suggested Learner Outcomes: (Objectives)

1. By the end of the seventh grade each student will be able to identify his/her own unique characteristics.
2. By the end of the seventh grade each student will be able to note that all people have different abilities and limitations.
3. By the end of the seventh grade each student will be able to understand the need in our society for different people.

Suggested Activities:

1. Prepare a collage depicting one's self-image. Display photographs and drawings of various students showing them in different stages of their development from infancy to the present. (e.g. baby pictures, school pictures, hand and footprints will all demonstrate growth, etc.) Include pictures showing interests, moods, and expectations for the future. Compare these with those of their peers. Do others see you as you see yourself? Tell each member of the class about the things you value most in him/her.

2. Let students make a list of the characteristics, values, attitudes, etc., they feel best describe them. Divide the list into those things which can be changed (e.g. honest, overweight, friendly, lazy, prejudiced) and those things which cannot be changed (e.g. an only child, short of stature, etc.). Separate the list of things which can be changed into strengths (e.g. honest, friendly) and weaknesses (e.g. overweight, lazy, prejudiced, etc.). Devise a plan identifying things that can be done to change weaknesses into strengths.

3. Hang a full length mirror in the classroom low enough for each student to view himself/herself. Allow each one to observe: "Who am I?" "How do I feel?" "How do I look when I am . . . (angry, happy, sad?)" "How have I grown?" "How do I move?" "How am I like or different from . . .?"

4. Take an imaginary trip to Mars. Imagine that they are traveling with the first group to live on Mars. If they could select any job on Mars that they wanted, what would it be? What if . . . no one wanted to work in hot places? No one wanted to use math? No one wanted to do heavy work, etc.?

Suggestions For Evaluation:

1. Observe each student to see how well (s)he recognized his/her strengths and weaknesses and how this becomes an agent to effect change.

2. Evaluate each individual on the basis of his/her participation in the experiences provided to promote a positive concept and on the basis of his/her attempts to improve upon his/her shortcomings.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 8

Goal: To assist each student in developing positive self-concepts, and in relating them to a possible career of his/her choice.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eighth grade each student will be made aware of his/her uniqueness as a person.
2. By the end of the eighth grade each student will be involved in discovering his/her interests and abilities, as they relate to a career.
3. By the end of the eighth grade each will be more aware of his/her values concerning work.

Suggested Activities:

1. Present a short, oral report describing yourself. Tell who you are; what you enjoy; what you have accomplished so far; and what you plan to become.
2. Write the skills that would be needed for each of these challenges: building a hi-fi set; making a speech; getting acquainted with new people; helping a friend, etc.
3. Ask two senior citizens of the community, your parents, and two younger citizens about the work values they hold. In class, discuss the difference in the values of the three generations. Why a difference?

4. Keep a list of your outside-of-school activities in which you were involved for one week. In small group discussions decide if the activities in which you were involved are the ones you enjoy most. If not, how can you change them?

5. Talk to your grandparents about interests they have had for several years. Find out how they developed the interests; and if these interests help make them happy. Share this information with the class.

6. Take pictures of yourself in activities in which you are involved in and out of school. Compose a scrapbook entitled "Me." Share it with the class.

Suggestions For Evaluation:

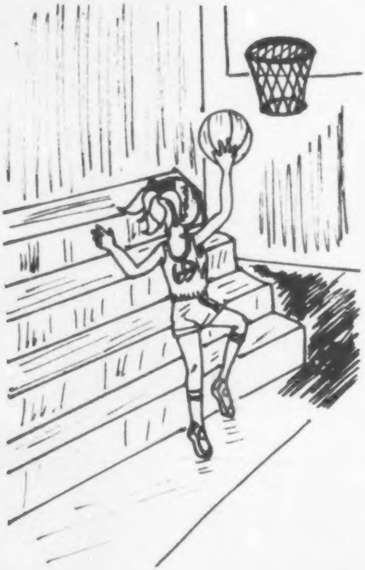
1. Call on each student to describe himself/herself in a three-minute speech before the class.

2. Give a check list of challenges to the students and ask them to identify skills needed to accomplish each challenge.

3. Tape an interview with a senior citizen of the community and inquire about his/her interests in relation to his/her former career. Share findings with class.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 9



Goal: To familiarize students with positive self-concepts by the use of successful performances in work and in social life.

Suggested Learner Outcomes: (Objectives)

1. By the end of the ninth grade each student will be able to understand the importance of successfully performing tasks.
2. By the end of the ninth grade each student will be able to explain how his/her selected career and his/her interests and abilities are inter-related to success in performing this career.

Suggested Activities:

1. Draw a "Far Out, Man" illustration using cartoon style and showing individual capabilities and limitations. (e.g. a 5'1" basketball player stuffing the ball; a 6'7" jockey; a man on Mars; and an ocean gardner; etc.)
2. Play "What's My Line." Let the class use their imaginations. All statements concerning the career they chose to portray must be true. (e.g. A student who chooses to portray a race car driver must research it before beginning.)
3. Read the first grade book, "The Little Engine that Could." Discuss the positive self-concept that leads to the engine's success. Write your own first grade book using a positive self-concept. (e.g. "The Firemen Who Could" or "The Choir Boy that Sang for the King.") Donate these to a first grade class.
4. Select a career. List five positive attitudes you would develop if you were confident in your educational training and skills.

5. Invite an upperclass person to class to discuss his/her success in a school project. (e.g. sang in a Christmas Concert; made the most points in a ballgame; was chosen to represent his/her school at a FFA meeting; etc.) Let this student tell the class what part his/her abilities, talent, training, luck and positive self-concepts played in his/her success.

Suggestions For Evaluation:

1. Do a class project. (e.g. a play, a concert, an assembly program, a class newspaper, etc.) Each student contributes what (s)he does best. (e.g. draw posters, sings, writes an editorial, keeps notes, etc.) The final test — a feeling of success.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 10

I'm a Model A Ford

Goals:

1. To instill within students that before one can think positively toward others, (s)he must first develop a positive image of self.
2. To show students there is a close correlation between positive attitudes toward self and success and satisfaction in the world of work.

Suggested Learner Outcomes: (Objectives)

1. By the end of the tenth grade each student will be able to identify his/her strengths and begin to focus on those in preparing himself/herself for a future career.
2. By the end of the tenth grade each student will be able to view himself/herself as a unique being who possesses some ability which will contribute toward the betterment of society.
3. By the end of the tenth grade each student will be able to think positively about himself/herself and to project this positive attitude to others with whom (s)he comes into contact.

Suggested Activities:

1. Ask students to "become" an inanimate object for one day and have them to describe how they would respond to others in everyday roles. Afterwards, let them discuss how these roles reflect their true selves. (e.g. I am a Model A Ford. I love being waxed and shined every week. When my owner drives me I dislike having my brakes ridden all day, etc.)
2. Invite students to do "something" which reflects their interests. After completing the exercises conduct an informal question-explanation session. (e.g. Someone interested in working with his/her hands could sand a table and chairs and refinish them.) During the question-explanation session, others could learn more about his/her abilities and interests while becoming informed on a variety of topics as well.

3. Divide the class into groups of five. Ask each individual to describe an event or activity in which (s)he has an interest and to identify four multiple choice answers with one being the correct one. Allow each student to share an event and identify the multiple choice answers. Invite the other four students to identify the correct "you." Rotate turns. (e.g. My idea of an enjoyable time is: (a) going to a mystery movie and then having dinner with my favorite escort; (b) seeing the Cincinnati Reds win an action packed game; (c) taking a walk in the woods by myself; (d) watching a late show and eating popcorn.

4. Observe, for at least a twenty-minute period, the "body language" of another person. Record comments. What kind of "body language" do I use? Then, communicate an emotion to a classmate by "body language."

5. Do a friendly deed for an elderly person at least once a week. Answer the following question, "How did the deed make me feel?" Share thoughts with others.

6. Interview a person and inquire about his/her attitude toward his/her career. Ask, "Do you look forward to your job?" "Do you enjoy working with your colleagues?" "What time of day is most enjoyable for you?"

Suggestions For Evaluation:

1. Ask students to identify their strengths and explain how they can use these strengths by doing a "good" deed for someone.

2. Conduct five-minute demonstration speeches on the student projects. Invite parents to evaluate the students' performances.

3. Divide the class into different groups of five. In informal talk sessions, inquire how well one student understands and knows another.

4. Observe how the student reports his/her interview results and how thorough his/her observations are concerning the effective use of body language. Have students communicate a message through the use of body language.

5. Give students an opportunity to explain "Who Am I?" in a rap session.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 11

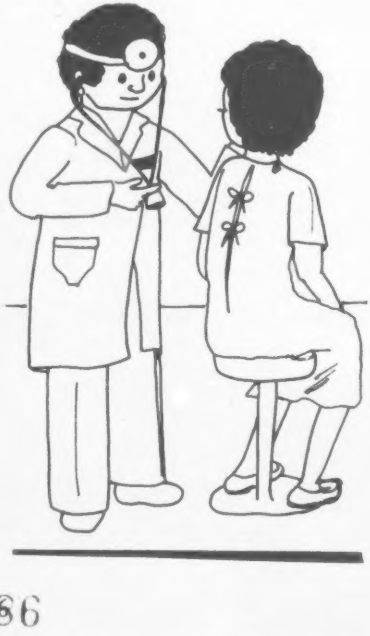
Goal: To help students develop personal characteristics, social skills, work habits and attitudes essential to job success.

Suggested Learner Outcomes: (Objectives)

1. By the end of the eleventh grade each student will acknowledge that appearance, good health habits and etiquette are essential for job success.
2. By the end of the eleventh grade each student will begin to acquire desirable personal qualities and character traits that employers respect.
3. By the end of the eleventh grade each student will begin to employ and develop individual talents.

Suggested Activities:

1. Evaluate yourself objectively in regard to your image, your relationship with others and your skills. If any negative factors appear, devise a plan for self-improvement.
2. Role-play behavioral traits that you feel are a necessity in order to acquire and keep a job. (e.g. making introductions, speech habits, etc.)
3. Interview father and/or mother (if (s)he works) to find out personal characteristics, social skills, work habits and attitudes that are expected from their employers. Share findings with group.
4. Make a "Composite Individual." Illustrate outward signs by which you judge a person when you first meet him/her.
5. Devise a plan by which a physician will administer a "Pre-employment Health Examination" to students.
6. Conduct a panel discussion regarding your personal image as a reflection on your boss's ability to choose well the employee who represents him/her to the public.



7. Outline the type of personality you would like to have.

8. List all the positive and negative statements you make during one hour. Do you have more positive or negative statements? If negative, how could you have made them positive? Repeat keeping a list for same hour each day until you have more positive statements than negative.

Suggestions For Evaluation:

1. "What Kind of Picture do you Present?" Make instant pictures in class. Use own picture and write statements concerning your "Total Image." Do this at beginning of year and at end of year. Determine improvement.

2. List suggestions that help build positive personal image, positive relationships with others, and positive attitudes.

3. Present an assembly program in conjunction with a community group (e.g. Chamber of Commerce, Jaycees, etc.) on "A Prized Employee."

4. Record voice at beginning of year and at end of year. Note phases of improvement.

CONCEPT: POSITIVE SELF-CONCEPTS

GRADE LEVEL: 12

Goals:

1. To encourage students to analyze their feelings toward self and understand the image they really have of self.
2. To assist students to master and develop skills basic to an important image.

Suggested Learner Outcomes: (Objectives)

1. By the end of the twelfth grade each student will be able to understand the factors which have had an influence in forming his/her self-image.
2. By the end of the twelfth grade each student will be able to analyze the factors which will influence his/her career options. (e.g. personal characteristics, parental attitudes, finances, cultural obstacles—racism, sex discrimination, religion, etc.)
3. By the end of the twelfth grade each student will know and understand the kind of self-concept needed to succeed in his/her career.
4. By the end of the twelfth grade each student will be able to relate this successful image to himself/herself.

Suggested Activities:

1. Select the "Top Ten" students—five boys, five girls—in the school. Discuss the characteristics each possesses which rate their inclusion on the list.
2. Develop from this discussion a list of personal and external factors which produce confident people. (e.g. Personal: clear skin, warm smile, good teeth; External: good clothes, car, etc.)
3. Ditto and distribute to each class member a sheet headed Personal and another headed External. List their characteristics in single columns to the left. In columns to the right use none, little, some, average, good, excellent, superior (or any scale you devise). Have each student rate himself/herself privately.

4. Divide the class into small groups. Distribute copies of the same personal and external characteristics. Have each group propose means of improvement in each. (e.g. good clothes could be obtained by a well-paying job and clear skin by proper food, soap and water, good cosmetics, etc.)

5. Arrange a debate on a topic such as: "Beauty Is Only Skin Deep," "Clothes Make The Man," "You Are What You Eat."

6. Put selected topics based on what the class has listed as important personal characteristics in a box. Each student in turn draws one topic and in one minute, discusses how it can be achieved.

7. Create a bulletin board on admirable characteristics.

8. Create a bulletin board on undesirable characteristics.

9. Select a career. Determine the kind of person who would succeed in that career. Measure yourself against that image.

10. Create a composite of a confident, happy, successful person. Do one for boys, one for girls. If you wish, have students select these traits from school classmates. (e.g. Eyes—Lena Lovelace, Teeth—Ann West, Hands—Neil South, Clothes—Mary Money, Good Speech—Millie Raintree, etc.)

Suggestions For Evaluation:

1. Have each student do a second rating of himself/herself on the ditto sheet used at the beginning of the unit. Mark his/her improvement.

2. Write a letter to a friend you knew in lower elementary school. Point out the poor self-concept in the idea, "Do you remember the shy little girl who wouldn't talk with anyone?" and others? Tell your long-ago friend what you are like as a high school senior. Hopefully, you can point out improvements.

3. Ask each student to point out one trait in which each classmate has improved. Do this in writing or in class discussion. Emphasize the positive!

4. Ask each student *in writing* to list two traits which have been strengthened by each classmate. List also one trait which needs more work.

Additional information on *Career Education Concepts and Skills: Scope and Sequence,* can be procured by contacting:

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